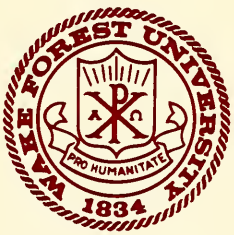
Carola

Wake Forest University

The Undergraduate Schools



1992-1993

Bulletin of Wake Forest University

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New Series April 1992 Volume 87, Number 3

Wake Forest College

and

The School of Business and Accountancy

The Undergraduate Schools
of Wake Forest University

Announcements for

1992-93

This bulletin represents a record of the year 1991-92.

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The Academic Calendar

Fall Semester 1992

August	20	Thursday	Residence halls open at 8:00 a.m. for first-year students
August	20-25	Thursday-Tuesday	Orientation for first-year students
August	22	Saturday	Residence halls open at 10:00 a.m for transfer students
August	22-24	Saturday-Monday	Orientation for transfer students
August	23	Sunday	Residence halls open at noon for returning students
August	24-25	Monday, Tuesday	Registration for all students
August	25	Tuesday	Opening Convocation*
August	26	Wednesday	Classes begin
September	8	Tuesday	Last day to add courses
September	22	Tuesday	Last day to drop courses
October	16	Friday	Midterm grades due Fall holiday
November	25-29	Wednesday-Sunday	Thanksgiving recess
November	30	Monday	Classes resume
December	4	Friday	Classes end
December	7-9	Monday-Wednesday	Examinations
December	10	Thursday	Reading Day
December	11-12	Friday-Saturday	Examinations

1992

JANUARY

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*Subject to change

December	14-15	Monday-Tuesday	Examinations
December-January	16-10	Wednesday-Sunday	Christmas recess

Spring Semester 1993

January	10	Sunday	Residence halls open at noon
January	11	Monday	Validation of registration for all students
January	12	Tuesday	Classes begin
January	18	Monday	Martin Luther King Jr. Day - no classes
January	26	Tuesday	Last day to add courses
February	(Date to be announced)	4 (Thurs)	Founders' Day Convocation 11 a.m.
February	9	Tuesday	Last day to drop courses
March	5	Friday	Midterm grades due
March	6-14	Saturday-Sunday	Spring recess
March	15	Monday	Classes resume
April	9	Friday	Holiday, Good Friday
April	30	Friday	Classes end
May	3-5	Monday-Wednesday	Examinations
May	6	Thursday	Reading Day
May	7-8	Friday-Saturday	Examinations
May	10-11	Monday-Tuesday	Examinations
May	16	Sunday - 11:00	Baccalaureate Jane Freeman - Crosswater Asst. Prof. Religious - Mount Father Theodore Heisburgh Pres. Emeritus Notre Dame Univ.
May	17	Monday 9:30 a.m.	Commencement

1993

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The University

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in the forest of Wake County, North Carolina, on the plantation of Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year, the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to a full four-year program. In 1942, Wake Forest admitted women as regular undergraduate students.

A School of Business Administration was established in 1948, and for over two decades offered an undergraduate program of study in business. In 1969 the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980 the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy. The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Hawthorne campuses in Winston-Salem. The summer session was inaugurated in 1921.

In 1946, the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College to Winston-Salem, where the School of Medicine was already established. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956, the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary.

The decade that followed was the College's most expansive, and in 1967, its augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 5,000. Governance remains in the hands of the Board of Trustees, and development for each of the six schools of the University is augmented by Boards of Visitors for the undergraduate schools as well as the Graduate School, the School of Law, the Babcock Graduate School of Management, and the Bowman Gray School of Medicine, and by the Advisory Council for the School of Business and Accountancy. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible

for the Medical Center, which includes the hospital and the medical school. Alumni and parents' organizations are active at Wake Forest, and support by the Z. Smith Reynolds Foundation and other foundations and corporations is strong and continuing.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest's founders proposed to establish an institution that would provide education under Christian influences. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance. The University is an associate member of the Convention's Council on Christian Higher Education. Wake Forest receives some financial and intangible support from Convention-affiliated churches.

The College, School of Business and Accountancy, Babcock Graduate School of Management, School of Law, and the Graduate School are located on the Reynolda Campus in northwest Winston-Salem. The Bowman Gray School of Medicine is about four miles away, near the city's downtown on what is known as the Hawthorne Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Business and Accountancy offers courses of study leading to the baccalaureate in business and accountancy. The School of Law offers the juris doctor degree and the Babcock Graduate School of Management, the master of business administration degree. In addition to the doctor of medicine degree, the Bowman Gray School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in the basic medical sciences. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn Estate, an educational conference center, is nearby.

Wait Chapel is named in memory of the first president of the College. Its main auditorium seats 2,300 and is also the home of the Wake Forest Baptist Church. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of forty-eight bells. *Wingate Hall,* named in honor of President Washington Manly Wingate, houses the Department of Religion, the offices of the University chaplaincy and the Wake Forest Baptist Church, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus as well as the Computer and Microcomputer Centers. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* houses the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, with a capacity for over 1,000,000 volumes, it has reading and reference rooms for study and

some academic offices. The library recently added the Edwin Graves Wilson Wing, 53,000 square feet, which houses stacks, public service units, and the Information Technology Center. The Department of Economics is also in the library.

Winston Hall houses biology and psychology; *Salem Hall,* the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* is a new facility for the physics department. *Harold W. Tribble Hall* accommodates the humanities and social science departments and has a curriculum materials center, an honors seminar room, a philosophy library and seminar room, and a larger lecture area, *DeTamble Auditorium,* with an adjacent exhibition gallery. The *Museum of Anthropology* houses the anthropology department. Instruction in business, accountancy, and mathematics is carried out in *Charles H. Babcock Hall,* which also houses the Babcock Graduate School of Management. The School of Law occupies *Guy T. Carswell Hall.*

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theater, musical performances, and instruction in art history, drama, and music. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theater wing are design and production areas and two technically complete theaters, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and sport science, courts for indoor sports, a swimming pool, and offices for the Department of Health and Sport Science and for military science. Adjacent are tennis courts, sports fields, the *Campus Stadium,* an *Indoor Tennis Center,* and the *Athletic Center* for intercollegiate athletics.

The Wake Forest campus has a wide variety of housing choices available to students. There are three residence halls which house only male students: *Taylor House, Palmer,* and *Piccolo Halls.* Three residence halls house only female students: *Bostwick, Babcock,* and *Efird Halls. Huffman House, Davis House, Kitchin House, Poteat House, Luter Hall, Johnson Hall,* and *South Hall* are coeducational by floor or wing. First-year students live in *Taylor, Kitchin, Davis, Bostwick, South, Huffman,* and *Johnson.* Upper class students may choose to live in one of a variety of theme houses including the *French House, WAKE Radio House, German House, Russian House, Italian House, International Studies House, Fine Arts House, Fitness House, Wesley Houses, and Nia House,* or others which are currently being developed. Student housing also is available in the townhouse apartments and several small houses owned by the University. On the edge of the main campus are apartments for faculty and staff as well as graduate and married students.

Computer Center

The Computer Center supports University instruction, research, and administrative needs. The University has three mainframe computers. A Hewlett-Packard series 3000/948, used by the administration, has 128 million bytes of memory and 2,950 million bytes of disk storage. Academic and library computing use two Hewlett-

Packard series 9000/852 computers. These systems currently offer 192 million bytes of memory and ten billion bytes of disk storage. The latter two computers are available twenty-four hours a day from terminals in Reynolda Hall, by dial-in modems, from Macintoshes in the microcomputer labs, and across the campus network.

All students on the Reynolda Campus are given a login ID on the academic computer, and the login is maintained as long as the student is enrolled. This single account provides students access to electronic mail, programming languages, and software packages. There is no charge to students for computing either on the mainframe or in the microcomputer labs.

Computer languages available include FORTRAN77, COBOL85, Pascal and C. Statistical packages such as SPSSX, BMDP, SAS, and Minitab can be used for data analysis, forecasting, and financial modeling. Maple, a symbolic algebra package, is a new addition to the software. DISSPLA, a powerful graphics package, is available on the mainframe.

A graphics workstation offers a DOS-based computer and a Macintosh, along with a scanner, Polaroid Bravo slide-maker, and a six-pen plotter. Software available includes HARVARD GRAPHICS, LOTUS 1-2-3, Aldus FreeHand and Persuasion, Digital Darkroom, Microsoft Word, Word Perfect, and SIMSCRIPT/SIMGRAPH, simulation and modeling software. Output can also be sent to a laser printer.

Many departments on campus have their own computing resources in addition to those available through the Computer Center. For example, Physics and Chemistry share two Convex mini-supercomputers, and those departments and Mathematics and Computer Science have Sun workstations. The School of Business and Accountancy and the Department of Education have their own microcomputer labs.

Wake Forest has access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is a member of EDUCOM, a national consortium of colleges and universities concerned with computing issues.

Wake Forest belongs to the Internet, an international network used to send electronic mail, as well as log on and transfer files to and from remote computers. Wake Forest has access to a CRAY supercomputer through the Microelectronics Center in the Research Triangle.

There are six microcomputer labs available for general student use. Each lab contains a mixture of Macintosh and IBM-compatible computers. The labs are networked together and with the Computer Center. Each lab has two dot-matrix printers and a letter-quality printer. Students in the lab also can print to laser printers in the Computer Center and in the Student Union. Four of the labs, in Luter, Poteat, Wingate, and the area between Johnson and Bostwick residence halls, are open on a 24-hour basis through a card-entry system. The library lab is available during library hours. The David lab is staffed with assistants, and is open twelve hours a day. The Computer Center has student assistants staffing a telephone help line. Software available in the labs includes DeltaGraph, HyperCard, MacPaint, MacWrite II, Microsoft Word, NCSA Telnet, and Word Perfect. There is a software library from which students may copy shareware and freeware.

Microcomputer Center

The Microcomputer Center provides sales and service of personal computers, peripherals and software to full-time students, faculty, and staff. Wake Forest has educational and volume discount contracts with Apple Computer, Zenith Data Systems, and a variety of peripheral and software vendors. Sales consultants are available to assist with the selection and purchase of systems.

The Microcomputer Center is an authorized warranty repair center for Apple and Zenith products purchased through the University. The technical staff provides assistance with installation and service questions, and performs on-campus maintenance of equipment purchased from the University.

Communications Services

Communications Services provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who wish to place long distance calls over the University network can apply for services at the Telecommunications Department located in Room 23, Reynolda Hall.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 2 is the Wake Forest University information channel, providing information and a calendar of campus events. WAKE Radio, a student-run station, provides background music for this channel. Channel 17 carries SCOLA, which provides domestic and foreign educational programming.

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in each of the disciplines in which a graduate degree is offered. An endowment provided by a substantial gift from the Mary Reynolds Babcock Foundation and another from the late Nancy Reynolds have been assigned to the sustained expansion and development of library resources, especially for the support of the graduate program. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The library collections total 1,157,336 volumes. Of these, 897,942 constitute the general collection in the Z. Smith Reynolds Library, 121,560 are housed in the School of Law, 117,915 in the library of the Bowman Gray School of Medicine, and 19,919 in the library of the Babcock Graduate School of Management. Subscriptions to 18,678 periodicals and serials, largely of scholarly content, are maintained by the four libraries of the University. The holdings of the Z. Smith Reynolds Library include 42,217 reels of microfilm, 1,231,634 pieces of microcards, microprint, and microfiche, and 133,911 titles and pamphlets of United States government publications.

Special collections in the Z. Smith Reynolds Library include the Rare Books Collection, the Baptist Historical Collection, and the Artom Collection (a clipping file of national and international events from the post-World War II period through 1989).

The Rare Books Collection, greatly enhanced by the donation of the collection of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among such collections are those of Mark Twain, Gertrude Stein, William Butler Yeats and T. S. Eliot. There is also an extensive Anglo-Irish literature collection. The Ethel Taylor Crittenden Baptist Historical Collection is housed in the Z. Smith Reynolds Library. It contains significant books, periodicals, manuscripts and church records relating to North Carolina Baptists, as well as a collection of the personal papers of prominent ministers, educators, and government officials. The Wake Forest College/University Archive is maintained in this area.

The Reference Department of the Z. Smith Reynolds Library provides several useful services for the university community. Through a variety of vendors, reference librarians conduct on-line database searches from any of several hundred data files. Interlibrary loan service is also available for Wake Forest graduate students, faculty, and staff. Books, photocopies and microform materials can be borrowed at no charge. The reference staff oversees the operation of an Omnifax telefacsimile machine capable of sending and receiving printed data worldwide. Reference librarians provide a variety of instructional services including an annual freshman orientation program, presentations to individual classes, general tours of the library, and assistance with independent and directed studies.

The Z. Smith Reynolds Library has just been renovated. An addition of 53,000 square feet to the rear of the library was named in honor of Edwin Graves Wilson. The four-story addition is connected to the library building by a glassed-in conservatory and skywalks. The addition houses many of the electronic information tools used for current research, including a center for media and a microcomputer facility. The new addition, as well as a redesign and relandscaping of the main entrance to the library, was completed in fall 1991.

Recognition and Accreditation

Wake Forest College was first accredited by the Southern Association of Colleges and Schools, the regional accrediting agency, in 1921. The reaccreditation of 1965 included the master's and doctoral degree programs in the Division of Graduate Studies. The University's accreditation was last reaffirmed in December 1987.

The Bowman Gray School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the School of Business and Accountancy are accredited by the American Assembly of Collegiate Schools of Business. The program in counseling leading to the master of arts in education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest University is a member of many of the major institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges,

the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Southern Association of Colleges and Schools, the Southern Universities Conference, the Council of Southern Graduate Schools, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

SUSAN MULLALLY CLARK

Professor of Physics George P. Williams Jr. with a student

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University: Wake Forest College and the School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. Collaborating with the provost is the associate provost. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools. Collaborating with the undergraduate deans are three associate deans of the College and one assistant dean of the School of Business and Accountancy.

The vice president for student life and instructional resources and the dean of student services coordinate student services. Other officers in the area of student services are the director of residence life and housing and the director of the Benson University Center, who direct residential, social, and cultural life with the assistance of a professional staff; and the directors of the Student Health Service and the University Counseling Center. A list of administrative officers is found in this bulletin beginning on page 219. In many administrative areas, responsibility is shared or advice is given by the faculty committees listed in this bulletin beginning on page 255.

LEE RUNION

Wake Forest College

Wake Forest College is the undergraduate school of arts and sciences of Wake Forest University. It is the center of the University's academic life; through it, the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Purpose

Following is the official statement of purpose of Wake Forest College.

Statement of Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of six constituent parts: two undergraduate institutions, Wake Forest College and the School of Business and Accountancy; the Graduate School; and three professional schools: the School of Law, the Bowman Gray School of Medicine, and the Babcock Graduate School of Management. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural... Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian... As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and laypeople for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

History and Development

Since 1834, Wake Forest College has persevered—sometimes barely—through wars, economic crises, and controversy. In spite of these difficulties, perhaps because of them, the College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately.

That these qualities have often been passed along to Wake Forest's students is evident in the lives many have led. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement in North Carolina and the nation during the 1830s. The beginnings of the College and the formation of the Baptist State Convention of North Carolina were closely interwoven: a leading motive for the organization of the Convention was that it serve as an agency for establishing an institution that would provide education under Christian influences.

The leaders in the movement for Convention and College were ministers and laymen from diverse backgrounds: Martin Ross, a North Carolinian; Thomas Meredith, a graduate of the University of Pennsylvania; and Samuel Wait, a graduate of Columbian College in Washington, DC. The inspiration of Ross, the scholarship of Meredith, and the leadership of Wait combined to lead the Baptists of North Carolina into the formation of the Baptist State Convention on March 26, 1830. Wait was appointed as the Convention's agent to explain to churches, associations, and others the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years, Wait traveled over the state in his wagon, speaking to a large number of the approximately 15,000 Baptists who lived in the Piedmont and coastal counties. Perhaps as many as one half opposed missions, education, and other benevolences; but after two years of educational canvassing, Wait reported enough sentiment in favor of the program of the Convention to proceed.

A 600-acre plantation, located sixteen miles north of Raleigh, was purchased from Calvin Jones in 1832 for $2,000, and the North Carolina Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist, was effective; only the tie-breaking vote of William D. Moseley, speaker of the Senate and a graduate of the University of North Carolina, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of twenty years, but the birth of Wake Forest had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the state, Samuel Wait was elected principal of the new institution. Sixteen students registered on February 3, 1834; before the end of the year, seventy-two had enrolled. The manual labor principle, adopted as a partial means of financing the institution, was abandoned after five years, and the school was rechartered in 1838 as Wake Forest College.

The economic crisis of 1837 had such an adverse effect that support for the College and student enrollment steadily declined; only a loan of $10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which forced him to resign the presidency in 1845.

William Hooper succeeded Wait, and the prospects of the College became brighter. Hooper, a grandson of one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian with family connections extending over several generations, he was able to mobilize public opinion in support of the College.

After Hooper's resignation, the trustees elected to the presidency Professor of Mathematics John B. White, a graduate of Brown University. Since the mortgages on the physical facilities had been paid during Hooper's tenure, fund-raising efforts during President White's administration could be concentrated on increasing the College endowment. The trustees authorized a capital campaign and selected as its leader Washington Manly Wingate, an 1849 graduate who within a year and a half raised approximately $33,000.

But the temper of the times was not suited to leadership by a Northerner, and President White resigned in 1854. The trustees chose as his successor Wingate, then twenty-six years old and the first alumnus of the College to serve as president. Under his vigorous leadership, which spanned nearly three decades, the quality of students improved and new faculty members were added. During the first eight years of Wingate's administration, sixty-six students graduated—more than half of the total graduated during the first twenty-three years in the life of the College. In 1857 President Wingate launched a campaign to produce an additional endowment of $50,000, over one half of which was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the nation in 1861. The Conscription Act of 1863 did not exempt students, and for three years of the Civil War, the College suspended operations. The buildings were used briefly for a girls' school; after 1863 the Confederate government used the College facilities as a military hospital.

Following Sherman's march through the South and Lee's surrender at Appomattox, a peace of desolation pervaded the region. Supporters of Wake Forest surveyed what remained: college buildings, now leaky and in poor repair; approximately $11,700 from a prewar endowment of $100,000; the former president and faculty; and a loyal group of trustees. There was also something else: an indomitable spirit of determination that Wake Forest should emerge from the wreck of the war and fulfill its mission.

The needs of the College were great and financial prospects poor, but in November 1865, barely six months after the end of the war, nine members of the Board of Trustees, acting with unwarranted courage, authorized the resumption of classes. Wingate was persuaded to resume the presidency, and on January 15, 1866, fifty-one students enrolled. The number increased as the South and its economy slowly recovered.

President Wingate realized that the people of North Carolina had to be awakened to the need for education in the renascent South, and that they must be persuaded that Wake Forest could help serve that need. To launch this campaign, a Baptist-spon-

sored, statewide educational convention was held in Raleigh, but before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment. The failure of the 1873-74 fund-raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and financial panic made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, as agent to solicit funds in the Northern states for continued operation of the College. While serving as treasurer of the board before the war, he had salvaged $11,700 from the prewar endowment of $100,000 by persuading the trustees to invest half of the endowment in state bonds. After two years of unrelenting and often discouraging labor, without remuneration, he placed in the hands of the trustees the sum of $9,200.

It was also in the bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. A Confederate veteran, Denmark had worked six years to accumulate enough money for his own college expenses. Soon after entering Wake Forest in 1871 he realized that many students had the same great financial need. From his meager funds he spent five dollars for postcards and wrote to college presidents across the country asking how their loan funds were organized. When he found that the colleges had none, he enlisted the support of faculty and students at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Now known as the James W. Denmark Loan Fund, it is the oldest college student loan fund in the United States and has assets of $325,000 to serve the needs of students according to the purposes of its founder.

By the close of President Wingate's second administration in 1879, the College had been successfully revived. The endowment had been increased and new construction had begun. Perhaps the greatest service President Wingate rendered was bringing to the College a faculty of highly qualified scholars who served the College with distinction and dedication over many years. Among them were Professors William G. Simmons (1855-88), William Royall (1859-70; 1880-92), William Bailey Royall (1866-1928), Luther Rice Mills (1867-1907), and Charles Elisha Taylor (1870-1915), who served as president from 1884 to 1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College: Needham Y. Gulley, who established the School of Law in 1894 and served as its first dean for thirty-six years, and biologist William Louis Poteat, who served the College for fifty years, twenty-two of them as president.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief and served principally to further Wingate's efforts to persuade Baptists and other North Carolinians to improve the deplorable condition of education in the state. The second alumnus of the College to serve as president, Pritchard was an eloquent speaker whose prominent leadership among Baptists increased the patronage of the College and improved its image among its constituency.

Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president.

Taylor's administration from 1884 to 1905 brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen, and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of buildings and the landscaping of the campus. Over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by William Louis Poteat. Affectionately known as "Doctor Billy" to students during and after his twenty-two year administration, he continued to promote the general growth of all areas of college life. Special emphasis was placed on development in the sciences, reflecting in part the interests of the president and in part the need to enrich the pre-medical training required by the new School of Medicine.

As student enrollment increased from 313 in 1905 to 742 in 1927, there was a corresponding increase in the size of the faculty. Registration in religion, English, education, and the social sciences required more administrative direction, and a dean and a registrar were employed along with a library staff. Propelled by the trend of the other colleges in the state, Wake Forest also gave more attention to sports and achieved an envied reputation in baseball and football. Also notable during President Poteat's administration was the continued growth of the endowment.

Beyond these significant material advances, President Poteat brought distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, and an accomplished scholar, he became a national leader in education and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. The Christian commitment in his personal and public life enabled him to defend successfully his views on evolution before the Baptist State Convention in 1922, in a major victory for academic freedom that attracted nationwide attention. Through his influence and that of Wake Forest alumni who supported his view, the North Carolina Legislature refused to follow other Southern states in the passage of anti-evolution laws in the 1920s.

During the administration of Poteat's successor, Francis Pendleton Gaines (1927-1930), the academic program continued to improve. In 1930, the trustees selected Thurman D. Kitchin, dean of the medical school, to fill the presidency. Kitchin was a member of a family prominent in state and national affairs: one brother, William W. Kitchin, had served as governor of North Carolina; another, Claude Kitchin, had served as majority leader in the United States House of Representatives. Kitchin's twenty-year administration was one of progress in the face of many obstacles—the Depression, destructive campus fires (one of which destroyed venerable Wait Hall), the disruption caused by World War II, and a depleted student body.

Notable accomplishments during this period were the approval in 1936 of the School of Law by the American Bar Association and in 1941, the relocation of the School of Medicine to Winston-Salem, where it undertook full four-year operation in association with the North Carolina Baptist Hospital as the Bowman Gray School of Medicine, named after the benefactor whose bequest made expansion possible.

World War II brought other changes. Although the College was able to remain open, enrollment dropped in 1942 to 474. The College met this crisis by modifying its

century-old admissions policy and becoming a coeducational institution that year. In the postwar period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 by 1949. Just before World War II, a $7 million capital expansion campaign for buildings and endowment had been launched by President Kitchin. The war forced the postponement of construction, but out of the campaign came a proposal which offered war-ridden Wake Forest an opportunity for yet another rebirth. The Z. Smith Reynolds Foundation proposed that up to $350,000 a year of its income (an amount which has steadily increased over the years) be given in perpetuity to the College, provided that the entire College be relocated to Winston-Salem and that other friends of the College provide a campus site and buildings. In 1946, the Board of Trustees, the Convention, and the Baptist constituency of the state accepted the Reynolds proposal. Charles H. Babcock and his wife, Mary Reynolds Babcock, offered a 320-acre tract of their Reynolda estate as a site for the new campus.

To move an institution over 100 years old from its rural setting 110 miles to a new campus in an urban area required leadership of great vision, determination, and youthful vigor. To succeed President Kitchin, who retired on his sixty-fifth birthday, the trustees in 1950 elected to the presidency Harold Wayland Tribble, then president of Andover Newton Theological Seminary and a noted Baptist theologian. President Tribble immediately began to mobilize alumni and friends of the College, and the Baptist State Convention, in support of the great transition.

In the spring of 1951, William Neal Reynolds and Nancy Reynolds offered an anonymous challenge gift of $2 million on the condition that the College raise $3 million by June 30, 1952. The deadline was extended and the challenge met by January 1953. Mr. Reynolds died in September 1951 (the Foundation assumed his $1.5 million share of the challenge grant) and he willed to Wake Forest $1 million, to be paid at the time of removal. In recognition of his bequest, the new gymnasium was named for him. Because of the capital funds received from the Reynolds Foundation, the trustees voted that the library be named the Z. Smith Reynolds Library and the administration building, Reynolda Hall.

Groundbreaking ceremonies were held in Winston-Salem on October 15, 1951, when a crowd of more than 20,000 watched President Harry Truman lift the first shovel of dirt to begin construction of the new Wake Forest campus. Between 1951 and 1956, fourteen buildings were erected; the relocation of the College to its new home was accomplished in time for the opening of the summer session in 1956.

During the next eleven years of President Tribble's administration, the College experienced many changes. It had revised its curriculum before moving to the new campus, offering greater flexibility to students, whose number increased to 3,022. The size of the faculty expanded, reducing the student/teacher ratio to fourteen to one.

Additional resources came to the College in its new home. In 1954, the will of Colonel George Foster Hankins provided over $1,000,000 to be used for scholarships. In 1956, the Ford Foundation contributed $680,000 to the endowment of the undergraduate program and $1.6 million to the Bowman Gray School of Medicine. After the completion of a challenge gift of $3 million offered in 1965, the Foundation raised its annual contribution to $620,000. The holdings of the University's libraries more than tripled, and the Z. Smith Reynolds Library was awarded the income from an endowment fund of $4.5 million contributed by the Mary Reynolds Babcock Foundation and Nancy Reynolds.

Graduate work, first offered in 1866 but suspended during the removal program, was resumed in 1961 with the establishment of the Division of Graduate Studies. In 1967, recognizing the augmented resources of the College, the trustees officially changed the institution's name to Wake Forest University. The Division of Graduate Studies became the Graduate School and the name Wake Forest College was retained as the designation for the undergraduate school.

After seventeen years of strenuous effort, President Tribble retired in 1967, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from college to university, with enhanced resources and academic distinction. As his successor, the trustees chose James Ralph Scales (1967-1983), former president of Oklahoma Baptist University and former dean of arts and sciences at Oklahoma State University. His administration saw important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at $1.6 million, was established in support of the undergraduate College. The new Babcock Graduate School of Management in 1969 was named in honor of Charles H. Babcock. Through the generosity of the Z. Smith Reynolds Foundation and Nancy Reynolds, a building was constructed to house the Babcock School; a subsequent gift of $2 million was received from the Mary Reynolds Babcock Foundation for endowment. The James R. Scales Fine Arts Center was opened in 1976, marking a major phase of the College's growth in comprehensive liberal arts education. An athletic center and additions to the School of Law building, Guy T. Carswell Hall, further expanded the physical resources of the Reynolda Campus.

Wake Forest has expanded its programs as well as its physical facilities. The University offers study for the baccalaureate degree in over thirty areas listed on page 67. Exchange programs with local institutions and with universities abroad have further expanded the range of choice and opportunity. In addition, Wake Forest maintains residential language centers in Venice and London for foreign study within the college curriculum.

President Scales left office on October 1, 1983, to return to teaching as the University's first Worrell Professor of Anglo-American Studies. The trustees selected Thomas K. Hearn Jr., a philosopher and former dean for non-medical affairs at the University of Alabama (Birmingham), as the University's twelfth president. He was inaugurated on November 4, 1983.

Wake Forest celebrated its sesquicentennial anniversary in 1984.

The Olin Physical Laboratory opened in the fall of 1989 and makes possible a physics program offering hands-on research and a significantly enlarged laser physics lab.

The Clifton L. Benson University Center opened in the fall of 1990.

Student Life

Student life at the University is designed to offer a wide range of resources which promote intellectual, cultural, social, vocational, physical, psychological, and spiritual growth through the services of the offices of the Division of Student Life, which are represented by the dean of student services and the offices of Campus Ministry, Career Services, Minority Affairs, Residence Life and Housing, Student Development, Health Education, Student Health Service, the Benson University Center, the Student Union, the University Counseling Center, and the Learning Assistance Program. The University is a community, and the sense of community is fostered by rich opportunities for personal development.

The Student Union, with offices in the Benson University Center, offers a diverse range of entertaining and enriching programs for the campus community. Men's social fraternities and women's societies and sororities are members of the Interfraternity and Intersociety Councils respectively. All students who live on campus are represented by the Resident Student Association. There are chapters of the major honor societies and professional societies for qualified students, and the University makes a number of academic awards for distinguished student achievement and service. Intercollegiate athletics for men and women and an intramural sports program are strong, distinguished by tradition and performance. Religious activities are central to the life of the University and, like campus cultural opportunities, are distinctive. The University offers a number of additional services to students relating to their physical and mental health, spiritual growth, and preparation for life.

Student Government

Student Government plays an important role in students' lives. It is the voice of the student body in the consideration of new programs and the modification of student life policies.

The executive branch of the Student Government is comprised of the four student body officers—president, vice president, secretary, treasurer—and the executive advisory committees. Reporting directly to the officers are various committees which work on improving service to students. These committees are open to all students.

The legislative branch of the Student Government is composed of seventy-one student representatives; the vice president of the student body serves as speaker. The Legislature represents the interests of students in social and academic matters, and promotes and funds projects of benefit to the student body and the larger community. It oversees disbursement of funds to student groups, and recommends the chartering of student groups seeking recognition by the University. Major committees are the Charter Committee, the Committee on Committees, the Campus Life Committee, the Economics Committee, the Judicial Committee, the Academic Committee, the Appropriations and Budget Committee, and the Student Relations Committee.

The *honor system* is an expression of the concern that students act with honor and integrity. It is an integral part of the Student Government as adopted by students and approved by the faculty. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole

community. The honor system obligates students neither to give nor receive unauthorized aid on academic work; to have complete respect for the property rights of others; to make no false or deceiving statements regarding academic matters to another member of the University community; not to interfere with the procedures of the honor system; and to confront any student who has violated the honor system and to remind that student of the responsibilities dictated by the honor system.

The *Honor Council* consists of fourteen members—two officers selected by and from the Honor Council of the previous year plus three representatives from each class. There are three non-voting faculty advisers.

It is the duty of the Honor Council to receive and investigate reports of honor system violations, to prefer charges where appropriate, and to arrange hearings for all charges of violations of the honor system. Penalties for a violation of the honor system may include a period of probation. A student who is found guilty of premeditated cheating is suspended or expelled from the University. Expulsion is normally automatic upon conviction for a second offense. All actions of the Honor Council are reported in writing to the dean of the College or the dean of the School of Business and Accountancy, and the dean of student services.

Any student convicted of violating the honor system may be ineligible to represent the University until the period of punishment—whether suspension, probation, or another form—is completed and the student is returned to good standing, depending on the circumstances involved with the offense. A student who has been suspended can be readmitted to the College only on the approval of the faculty or its Committee on Academic Affairs. During the period of suspension, the student cannot be certified to another institution as being in good standing.

The *Case Referral Panel* receives reports from the office of the dean of student services on student violations of University social regulations, conducts necessary investigations, and draws up specific charges. When a plea of guilty is entered, the Case Referral Panel levies a penalty, if one is appropriate. If a plea of not guilty or no plea is entered, the case is forwarded to the Student Judicial Board.

The *Student Judicial Board* is composed of twelve members, at least three men and three women, who are elected at large from the student body. It is the duty of the Board to receive, prefer, and try all charges of social misconduct and violations of University rules and regulations for individual students as well as student organizations not covered by the Honor Council, the director of residence life and housing, or the Traffic Appeals Board. A student who violates these regulations or who behaves in such a way as to bring reproach upon him/herself or upon the University is subject to penalties ranging from verbal reprimand to suspension on the first offense. For further offenses, expulsion may occur.

The *interim judicial process*, which provides trial before a five-person panel of faculty and students, is available at times when the normal processes are not functioning.

The *Judicial Council*, a nine-person panel consisting of five faculty members, two administrators, and two students, hears appeals from the Honor Council, the Case Referral Panel, the Student Judicial Board, and the Interim Judicial process. The Judicial Council also supervises the undergraduate judicial system.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Student Union

The Student Union is responsible for scheduling entertainment activities and developing and presenting educational and cultural programs to complement academic studies. The Student Union Program Council, representing all students, cooperates with the staff in daily operations and supervises the efforts of eleven committees and a large body of student volunteers.

The Benson University Center, a 104,000-square-foot building, has a central rotunda capped by a skylight and contains facilities for activities and events. Starting with the lowest level, the five levels are: Exercise and Wellness (conditioning, aerobics, and karate areas); Entertainment and Nutrition (eating facilities, film auditorium and day student lounge); Information and Leadership (lobby, Information Desk, offices); Conference and Events (conference and meeting rooms, art gallery area); and Communications loft (student publications and radio station).

Resident Student Association

Each residence hall has a House Council which makes decisions about hall activities and budget allocations. House Council meetings also are forums for discussion of issues affecting student life in the residence halls. The Councils are comprised of an executive board of resident student representatives from each floor. Although each floor elects a House Council representative, every resident is encouraged to attend and to participate in meetings and functions.

The House Councils fall under the guidance and supervision of a larger student governing organization: the Resident Student Association (RSA). The RSA consists of representatives from each House Council and elected student executive officers. The RSA provides financial and programming support to the House Councils, and acts as a liaison between the Councils and the Office of Residence Life and Housing. RSA and the House Councils also sponsor campus-wide programs which serve the Wake Forest and Winston-Salem communities.

The House Councils and RSA not only provide social and educational opportunities for the University community, but also give students valuable leadership experience.

Interfraternity and Intersociety Councils

The Interfraternity Council is the governing body of fourteen social fraternities: Alpha Phi Alpha, Alpha Sigma Phi, Chi Psi, Delta Kappa Epsilon, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Sigma Pi, Tau Kappa Epsilon, and Theta Chi. The purpose of the council is to govern and coordinate the campus Greek affairs and activities while promoting high standards of conduct, scholarship, community service, and fraternal operations.

The Intersociety Council is the governing body of six local societies (Delphi, Fideles, Lynks, Phoenix, SOPHs, Strings, and Thymes) and four national sororities (Alpha Delta Pi, Alpha Kappa Alpha, Delta Delta Delta, and Delta Sigma Theta), each of which has selective membership for women.

Both the Interfraternity and Intersociety/Sorority Councils must follow University regulations and the national fraternities and sororities are subject to the rules of their national organizations. A student must have a cumulative C average to be pledged and initiated. Students who are on probation for any reason may not be pledged and initiated into any fraternity, society or sorority until the end of their probationary period. The Greek system is an excellent opportunity for men and women to gain leadership experience, develop life-long friendships, serve the Wake Forest community, and perpetuate excellence in scholastic achievement.

Honor Societies, Professional Fraternities, and Clubs

Phi Beta Kappa, established in 1776, is the oldest American Greek letter society. Election to membership is the highest recognition of excellence in scholarship that an undergraduate can achieve. Students must have qualifications of "high scholarship, liberal culture, and good character." The number elected each year at Wake Forest is approximately eight percent of the graduating class.

A number of nationally affiliated honor societies have been established: Anthony Aston Society (drama), Beta Beta Beta (biology), Beta Gamma Sigma (business), Delta Phi Alpha (German), Eta Sigma Phi (classics), Lambda Alpha (anthropology), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Pi Mu Epsilon (mathematics), Pi Sigma Alpha (political science), Sigma Tau Delta (English), Omicron Delta Kappa, and Mortar Board. There are student sections of the American Chemical Society, the American Institute of Physics, and the American Society of Personnel Administration. There is also a chapter of the national service fraternity, Alpha Phi Omega.

Other student organizations include: Accounting Society, Amnesty International, Anthropology Club, Baptist Student Union, Black Christian Fellowship, Black Student Alliance, Catholic Student Association, Circolo Italiano, College Democrats, College Republicans, Dance Club, Economics Society, Episcopal Student Fellowship, Equestrian Club, Fellowship of Christian Athletes, Frisbee Club, Gospel Choir, Habitat for Humanity, Harbinger Corps, Hockey Club, International Club, Intervarsity Christian Fellowship, Karate Club, Literary Society, Marketing Society, Model United Nations, Peer Counselors, Politics Club, Pre-Law Society, Presbyterian Fellowship, Rugby Football Club, Safe Rides, Sailing Club, Scuba Club, Soccer Club, Sociology Club, Students Against Apartheid, Students for Life, Student Alumni Council, Volunteer Service Corps, Wesley Foundation, and Wilderness and Mountaineering Club.

Academic Awards and Competitions

The following awards are made annually: the *A. D. Ward Medal* for the senior making the best address at commencement; the *J. B. Currin Medal* for the best oration, essay, or work of music or art on the topic "Christ in Modern Life"; the *D. A. Brown Prize* to the student whose writing most merits recognition; the *M. D. Phillips Prize* to the outstanding senior in Greek or Latin; the *John Y. Phillips Prize* to the outstanding senior in mathematics; the *H. Broadus Jones Award* to the student whose paper shows

greatest insight into the works of Shakespeare; the *Ruth Foster Campbell Award* to the student whose ability in the Spanish language and spirit of joyful inquiry into Spanish culture have been most outstanding; the *Forrest W. Clonts Award* to the outstanding senior in history; the *C.Chilton Pearson Research Prize* for the outstanding paper written by a junior or senior American history major; the *Forrest W. Clonts Research Prize* for the outstanding paper written by a junior or senior non-American history major; the *Phi Alpha Theta Research Prize* for the best paper written by a junior or senior member; the *Claud H. Richards Award* to the outstanding senior in politics; the *John Allen Easley Medal* to the outstanding senior in religion; the *American Bible Society Award* for the outstanding senior Bible student; the *Lura Baker Paden Medal* to the outstanding senior in business; the *Wall Street Journal Medal* and a year's subscription to the *Journal* to the outstanding senior in finance; the *A. M. Pullen and Company Medal* to the senior with the highest achievement in accounting; the *William E. Speas Award* to the outstanding senior in physics; the *Carolina Biological Supply Company Award* to the major in biology who is judged by the department to have completed the outstanding undergraduate research project of the year; the *Walter S. Flory Award* to the senior major in biology who is judged by the department to have made the greatest overall contribution by an undergraduate to the Department of Biology.

The *William C. and Ruth N. Archie Award,* established by a grant from Ruth N. Archie and from the Archies' son and daughter-in-law, William Archie Jr. and Margaret Archie, is given each year to the graduating senior who, in the opinion of the dean of the College and a faculty committee appointed by the dean, has shown most conspicuously a commitment to liberal learning, to scholarship, and to the ideals of Wake Forest College. In odd-numbered years the award is presented to a female student; in even-numbered years it is presented to a male student.

The *Christopher Giles and Lucille S. Harris Competitions in Musical Performance* have been held within the University annually since 1978. Five cash awards, ranging from $100 to $500, are awarded to student winners. Two prizes are endowed by Patricia Sloan Mize in honor of her parents, Joseph Pleasant and Marguerite Nutt Sloan. The awards are known as the Joseph Pleasant and Marguerite Nutt Sloan Prize and the Patricia Sloan Mize Prize.

Intramural Athletics

The intramural program operates under the auspices of the Department of Health and Sport Science. It provides a variety of competitive activities for students, faculty, and staff. There are sports for male, female, and coed participation. Activities usually included in the intramural program are basketball, cross-country, football, golf, racquetball, soccer, softball, swimming, tennis, volleyball, water polo, wrestling, and weight lifting.

Students occasionally organize club teams for other sports and activities, which are not taught or directed by the College, but which are conducted as student organizations with the approval of Student Government and the faculty. Currently these include rugby, karate, equestrian, sailing, scuba diving, soccer, outing, and dance. Students who are interested in a sport not offered through the College may organize themselves and petition the Student Government and faculty for approval.

Intercollegiate Athletics

For men:

Under the director of athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association, and participates in intercollegiate football, basketball, baseball, golf, tennis, soccer, cross-country, and track.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books. Wake Forest offers several special scholarships and awards: the *Arnold Palmer Award* for the Wake Forest Athlete of the Year, as judged by lettermen from each team; the *Buddy Worsham Memorial Scholarship*, the *John R. Knott Scholarship*, and the *Lanny Wadkins Scholarship* for golf; the *Carl Tacy, Lowell "Lefty" Davis, Horace "Bones" McKinney*, and *Vernon Nelson Scholarships* for basketball; the *Granger Ancarrow Scholarship* for track/cross country; the *Nikos Ridle* and *John H. Vernon Jr. Scholarships* for tennis; and the *John T. Hicks Scholarships* for baseball. The *George C. Mitchell, Helen Ann Ward Straughan, Claude and Anne Bruce Brewer Gore, C. Hunter Moricle*, and *Addison Hewlett Jr. Scholarships* are general athletic scholarships.

For women:

Under the director of women's athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in basketball, field hockey, golf, tennis, cross-country, and track.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books.

Army Reserve Officers' Training Corps

The Army Reserve Officers' Training Corps (AROTC) has served the nation with distinction for over seventy-five years. The Corps exists to commission the future officer leadership of the United States Army, the United States Army Reserve and the Army National Guard.

The Wake Forest AROTC program was established in 1951. Its graduates, both male and female, have served and are serving at the highest levels of all three components of the Army of the United States. The Corps of Cadets is organized as a Cadet Battalion. Participation in its activities develops self-confidence, physical and mental stamina, and leader competence, and instills in the cadet the tradition of selfless service to the nation.

Officership is the centerpiece of the AROTC program of instruction. A baccalaureate degree and a commission are the two principal goals of the cadet. Cadets are well-rounded, fully-participating members of the Wake Forest community who have chosen to take advantage of the leadership development opportunities available through the Army Reserve Officers' Training Corps while simultaneously repaying their country for its gifts of freedom and security.

Religious Activities

The Campus Ministry provides a variety of opportunities for the spiritual development of students, faculty, and staff. Thursday Worship is a weekly service which

addresses the needs of the community through scripture, prayer, preaching, and music. A Pre-School Conference for freshmen each fall, a Church Vocations day in winter, and a Faith and Reason forum each spring promote the integration of spiritual and educational concerns. A Volunteer Service Corps enables students to get involved in the needs of the Winston-Salem community. There are ten student religious organizations which provide regular programs, including Bible study, music, worship, mission opportunities, and guest speakers on contemporary Christian concerns: Baptist Student Union, Black Christian Fellowship, Catholic Student Association, Episcopal Fellowship, Fellowship of Christian Athletes, Intervarsity Christian Fellowship, Lutheran Fellowship, Presbyterian Fellowship, United Methodist Fellowship, and University Gospel Choir. The University chaplain, assistant chaplain, Baptist campus minister, Methodist chaplain, Presbyterian campus minister, Roman Catholic chaplain, Episcopal chaplain, Lutheran campus minister, and the coordinator of Intervarsity Christian Fellowship compose the Campus Ministry staff. The chaplains are available for counseling in a variety of areas: spiritual direction, advice to religious organizations, and help in dealing with crisis situations such as serious illness or death. The Wake Forest Baptist Church cooperates with Campus Ministry in both joint and individual efforts to serve the community.

Cultural Activities

The University Theater presents four major productions and several lab plays annually, employing faculty, student, and visiting professional directors. WFDD (FM) broadcasts a program service of classical music, news and information, jazz, and folk music, 24 hours a day, 365 days per year to Piedmont North Carolina as a member of National Public Radio. In addition to student announcers, producers, and technicians, it has a professional staff of eight. WAKE Radio (FM), a completely student-operated radio station, is provided via the campus cable system. Intercollegiate debate at Wake Forest has a long record of excellence, and the College hosts two annual debate tournaments: the Franklin Shirley Dixie Classic and the National Early Bird High School Forensics Tournament.

Student publications include *Old Gold and Black*, a weekly newspaper; *The Student*, a literary magazine; and the *Howler*, the yearbook. The Student Union sponsors major speakers and symposia throughout the academic year, and departments in the College engage specialists for other series. The *Hester Philosophy Seminar*, occurring every two years, is sponsored by the Department of Philosophy. The *Albritton, Easley,* and *Robinson Lectures* are sponsored by the Department of Religion, one being held each year. The Department of Psychology sponsors a colloquium series throughout the academic year.

The *Tocqueville Forum* brings nationally known speakers to campus—to lecture and teach—under a major grant from the Smith Richardson Foundation.

Student musicians perform for academic credit in the Choral Union, the Concert Choir, the Madrigal Singers, the Opera Workshop, the University Orchestra, the Marching Deacons Band, the Symphonic Band, the Jazz Ensemble, various chamber ensembles, and the Collegium Musicum. All student ensembles give public performances each semester.

Major concerts by orchestras and artists from around the world are performed in Wait Chapel and Brendle Recital Hall in the Scales Fine Arts Center under the auspices of the Secrest Artists Series. The Department of Music also sponsors performances by faculty, students, and visiting artists, and, in cooperation with the University Theater, presents musical theatrical productions. Visiting dance soloists and companies and other musical programs are held in Brendle Recital Hall. Recitals are played by both students and guest carillonneurs on the Janet Jeffrey Carlile Harris Carillon. Students in the Chapel Bell Guild play English handbells for convocations and services in Wait Chapel.

All concerts are open to students and to others in the community.

In addition to studio instruction in the Department of Art, visiting artists teach on campus and at the nearby Southeastern Center for Contemporary Art. Reynolda House has frequent lectures related to its special collection in American art. The Student Union has an expanding collection of contemporary works of art, under student administration and exhibited in the Benson University Center and elsewhere on campus. The T. J. Simmons Collection of paintings, etchings, lithographs, and sculpture also is on permanent display throughout the campus. Cultural resources in the community, in addition to the Reynolda House Museum of American Art and the Southeastern Center for Contemporary Art, include the restored historic Moravian village of Old Salem, the Museum of Early Southern Decorative Arts, the North Carolina School of the Arts and its associated professional performing companies in theater, dance, and music, and the Winston-Salem Symphony and Chorale. Folk art, professional art, and crafts fairs are frequent.

Career Services

The Office of Career Services in Reynolda Hall offers a full range of career services, including career counseling, library resources, and a computer program which helps students determine career interests. Other services include career exploration, resume writing and interviewing skills, and interviews with prospective employers. The office helps students choose careers and find full-time, part-time, and summer jobs. The office directs a comprehensive internship program, which provides experiential learning opportunities for undergraduates.

The office maintains a file on each registered student to help with on-campus interviews and off-campus job search. More than 200 employers, colleges, and universities interview registered undergraduate and graduate students during the year. Job vacancy listings, employer directories, company profiles, and alumni contacts provide leads for the off-campus job search.

Students are invited to take advantage of these services, beginning early in their college years. The office resources are available on a walk-in basis during regular office hours and individual consultations are available by appointment.

University Counseling Center

The University Counseling Center (118 Reynolda Hall) offers a broad range of counseling and psychological services. Students can discuss their personal, educa-

tional, and career concerns with a professional counselor or psychologist. A variety of tests are available to help students identify their vocational and educational interests, study skills and personality traits.

There are a number of programs and groups designed to assist students with specific concerns such as self-confidence, eating disorders, stress management, relationships, substance abuse, etc. Educational materials about these and other topics are available. The Center also provides referrals when necessary. Psychological emergencies are handled through the Center in cooperation with the Student Health Service. Appointments are available Monday through Friday, 8:30 a.m. - 5:00 p.m. Confidentiality is assured and no fees are charged to students.

Learning Assistance Program

Another service sponsored by the Counseling Center is the Learning Assistance Program. The program's services include study skills training through individual academic counseling, computer-assisted instruction in subject areas, and individual and group tutoring. The Learning Assistance Program staff presents courses and seminars in academic skills throughout the year. Located in 117 Reynolda Hall, the Learning Assistance Program is open Monday through Friday from 8:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 5:00 p.m. Students may call 759-5929 to schedule an appointment.

Student Health Service

The Student Health Service is located in Kitchin House and provides primary care services, including general health maintenance, diagnostic and treatment procedures, and referral to specialists. It is open when residence halls are in operation; a health information questionnaire is required to be on file for all students. The services of the clinical staff are covered by tuition; there are additional charges for injections, medications, laboratory tests, special physical examinations, and in-patient care. (See "Admission," page 34, and "Other Charges," page 38, for further detailed information.)

The Health Education Program

The health education program provides a variety of services geared to promote healthy living. The health educator offers programs in areas such as substance abuse prevention and intervention, nutrition and weight control, sexual health, contraception, and exercise. A team of trained peer educators are also available to provide information on a variety of health-related issues. The health education office, located in Room 321, Benson Center, may also be used as a resource for brochures, literature, and videos on current health information.

Office of Minority Affairs

The Office of Minority Affairs helps minority students to assess their educational goals and academic skills in order to achieve a satisfying college experience at Wake

Forest. The staff also helps students to understand the history of the University and promotes an appreciation of each student's heritage and background. A variety of orientation services are offered to new students to facilitate their transition into campus life.

The office serves as a resource for programs that foster positive race relations. In addition, the Office of Minority Affairs, through the work of the counselor for minority recruitment, has primary responsibility for the recruitment of minority students.

SCOTT HUFFMAN

The joys of graduation!

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

All persons admitted are required to submit a health history, along with the results of a physical examination, certain laboratory tests, and immunization records to the director of the Student Health Service. If a person who has been accepted but has not yet enrolled has or develops a health problem which, in the judgment of the director of the health service, creates a danger to the safety and well-being of the student or others, that person may be required to delay matriculation until the problem is resolved.

North Carolina law and Wake Forest University require that all new, transfer, readmit, unclassified or visiting students submit proof of immunization against tetanus and diphtheria (Td), polio, rubeola, rubella, and mumps *before registration*. The student handbook has a detailed statement. A certificate from the student's high school, physician, or county health department director containing the approved dates is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

Application

An application is secured from the Office of Admissions in person or by mail (Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned

no later than October 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. Accompanying achievement tests are optional. All test scores should be sent directly to the University by Educational Testing Service. A $25 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A $200 admission deposit is required of all students accepted and must be sent to the Office of Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make the admission deposit within two weeks of notification. Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

An early decision plan is available to well-qualified high school students who decide, by the close of their junior year, to apply only to Wake Forest University. An early decision agreement is required with the application, which is sent to the Office of Admissions after completion of the junior year and not later than November 15 of the senior year. Along with the high school record, recommendations, and scores on the Scholastic Aptitude Test, at least one achievement test, especially in English composition, is strongly recommended.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all the natural science, foreign language, literature, and mathematics requirements of the secondary school. Decisions are based upon junior year grades and test scores; SATs and achievement tests taken in the fall of the senior year cannot be considered for early decision.

Early decision applicants with completed applications are notified of acceptance on a rolling basis and not later than December 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted are asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or are advised to apply elsewhere.

Admission of Handicapped Students

Wake Forest College will consider the application of any qualified student, regardless of handicap, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation. Programs at Wake Forest are

accessible to all of its students. The University will assist handicapped students in making arrangements to meet special needs. Students who seek further information should consult the Office of Admissions or the University's equal opportunity officer.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance Examination Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the freshman (second semester), sophomore, and junior classes. In recent years, such space has been very limited. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

The writing of transfer students is evaluated during the orientation period each semester, and students whose writing is deficient are given a *composition condition.* For removal of a *composition condition* the student is required to take English 11 during the first semester for which he or she registers following the assignment of the *cc.* Removal of the deficiency is prerequisite to graduation.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

An admission deposit of $200, which is applied toward tuition and fees for the semester for which the student has been accepted, is required to complete admission.

Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
Full-time (twelve or more credits)	**$6,000**	**$12,000**
Part-time	**$340 per credit**	

Students should expect an average increase of about eight percent yearly in tuition. However, admittance to the undergraduate college is not based on financial resources. The University meets the demonstrated financial needs of all qualified students.

Students enrolled in the College or in the School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theater, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of $125 per semester.

Room Charges

	Per Semester	Per Year
Double occupancy	**$882.50**	**$1,765**

Most rooms available for first-year students are $882.50 per semester. Other room rentals range from $705 to $1,155.

Food Services

A cafeteria and table service dining room are located in Reynolda Hall; there is a food court in the Benson University Center. Board plans are available which range from $1,360 to $2,210 per year. The format of these plans is a credit card system in which the student is charged only for the amount of food purchased at the time it is purchased. The plan may be used at any University food services facility, and it allows a great deal of flexibility for eating off campus.

Freshmen living in dormitories are required to participate in both the fall and spring semesters in one of the board plans.

Other Charges

Admission application fee of $25 is required with each application for admission to cover the cost of processing and is nonrefundable.

Admission deposit of $200 is required of each student entering for the first time or returning after a period of non-attendance and must be sent to the director of

admissions. The deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Applied music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the controller's office. The fee for one credit per semester is $110; for more than one credit per semester, $175.

Hospital charges, made when the student is confined to the Student Health Service, are $75 per day. Additional charges are made for medications, laboratory tests, and special supplies. Students **must have** hospital insurance. A group plan is available through the University for those not covered by a family plan. A $2 charge is added to overdue bills.

Late registration fee of $10 is charged to students registering after the dates set by the faculty.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of $200 is required, at a date set by the Office of the Controller, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is refunded if the controller is notified in writing prior to June 1 that the student will not return.

Room change fee of $25 is charged for any unauthorized change.

Motor vehicle registration is $60 and traffic fines are $10 to $50. All students operating a vehicle on campus (including student apartments, theme, and satellite houses) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus. Proof of ownership must be presented when applying for vehicle registration. Fines are assessed against students violating parking regulations; copies of the violations are obtainable from the Office of Parking Management in the University security office.

Transcripts of a student's record are issued at a cost of $2 each.

Refunds

During the academic year, all students, full-time and part-time, receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must return their ID cards before claiming refunds. *There is no refund of room rent or parking decals that have been placed on vehicles.*

Number of Weeks Attendance (Including first day of registration)	*Percentage of Total Tuition to be Refunded*
1 week	Total tuition less $200
2 weeks	75 percent
3 weeks	50 percent
4 weeks	25 percent

Fees for applied lessons in the Department of Music will be refunded on the following basis: If a student drops the course before the seventh lesson the fee will be one-fourteenth the full semester's instruction fee times the number of lessons the student has had. There is no refund after the seventh lesson.

Housing

All unmarried first-year students are required to live in residence halls, except (1) when permission is given by the dean of student services for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) if the student has lost residence hall space because of a room contract violation or disciplinary action. Fifth-year students and part-time students are ineligible for housing except when permitted to do so by the director of residence life and housing. Married students are not usually allowed to live in residence halls except when permitted to do so by the director of residence life and housing. Residence halls and apartments are supervised by the director of residence life and housing, associate directors of residence life and housing, assistant directors of residence life and housing, and residence hall directors.

The charges for residence hall rooms for 1992-93 will range from $1,410 per year for a triple room to $2,310 for a single room in an air-conditioned building. These rates will vary depending upon the building to which a student is assigned.

Academic Calendar

The academic calendar of the College and the School of Business and Accountancy includes a fall semester ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A four-day orientation period for new students in the College precedes registration for the fall semester. A faculty adviser and an upperclass student provide guidance during and between registration periods throughout the student's freshman and sophomore years. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major in a field of study toward the end of the sophomore year. At that time, a new adviser is assigned from the department or departments concerned.

Registration

A registration period for all students in the College and the School of Business and Accountancy opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the controller, (2) obtaining a summary of prior record from the registrar, (3) consultation with the academic adviser, and (4)

sectioning into courses. In certain semesters, part of these processes are accomplished ahead of time through preregistration.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the School of Business and Accountancy have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester, with a maximum of nineteen (twenty if only four courses are involved) permitted on registration day. A student wishing to register for more than twenty credits per semester must seek the permission of the appropriate dean or the Committee on Academic Affairs after registration day.

Twelve credits per semester constitutes minimum full-time registration. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes for at least fourteen credits each semester. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student.

A full-time student in the fall semester of any year may not be a part-time student in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the freshman year are as follows: sophomore—the removal of all entrance conditions and the completion of no fewer than 29 credits toward a degree, with a minimum of 58 grade points; junior—the completion of no fewer than 60 credits toward a degree, with a minimum of 120 grade points; senior—no fewer than 108 credits toward a degree, with a minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the School of Business and Accountancy.

The Office of the Dean of the College maintains a list of students who have missed class while acting as duly authorized representatives of the College. Such absences are considered excused and a record of them is available to the student's instructors upon request. The instructor determines whether work missed may be made up. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook.*

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the School of Business and Accountancy; for others the fee is $80 per course. Permission of the appropriate dean, as well as that of the instructor, is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor. Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor's requirements. In no case may anyone register for an audit course before the first meeting of the class. An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must obtain the necessary form from the registrar and confer with his or her faculty adviser. *After* this date, a student who wishes to drop a course must consult his or her faculty adviser, the course instructor, and the dean of the College or the dean of the School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior, written approval of the appropriate dean, the student will be subject to academic probation for the following semester or to such other penalties as the Committee on Academic Affairs of the faculty may impose.

Withdrawal from the College

A student who finds it necessary to withdraw from the College or the School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal is taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the School of Business and Accountancy without officially

withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it, the student is expected to refrain from unfairness in any form and to report to the Honor Council any student whom he or she knows to be cheating.

Grading

For most courses carrying undergraduate credit, there are five final and two conditional grades: A (*exceptionally high achievement*), B (*superior*), C (*satisfactory*), D (*passing but unsatisfactory*), E (*conditional failure*), F (*failure*), and I (*incomplete*).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

A candidate for graduation in the final semester who has received a grade of E in the previous semester may apply to the registrar for reexamination thirty days after the opening of the final semester but no later than thirty days before its close. All conditions, including the grade of E, must be removed no later than thirty days before the end of the term in which the student graduates. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Grade of I. The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no points.

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade-point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than twenty-four credits taken on a pass/fail basis. Freshmen and sophomores are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Juniors and seniors may elect as many as sixteen credits on a pass/fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, or major requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Copies of a student's cumulative record are issued by the registrar, but only on the written authorization of the student and payment of $2 per transcript.

Dean's List

The Dean's List is issued at the end of the fall and spring semesters. It includes all full-time students in the College and the School of Business and Accountancy who have a grade-point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system. A degree candidate with a cumulative average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude*. The entire record of a student is considered, with the understanding that a student offering transfer work for credit may receive no distinction which requires a grade-point average greater than that earned at Wake Forest University. Details are available in the Office of the Registrar.

Repetition of Courses

A student may not repeat a course in which he or she has received a grade of C or higher. A student may, however, repeat at Wake Forest a Wake Forest course for which he or she has received a grade of D or F. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the credit originally earned will not be lost. For purposes of determining the grade-point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation.

Probation

Students are responsible at all times for knowing their academic standing. Any student who, at the end of the fall semester, does not have the grade-point average normally required for continuation at the end of the following spring semester is automatically on academic probation.

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, as, for example, by failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity, society, or sorority until the end of their probationary period.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Requirements for Acceptable Academic Standing

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether they have met the minimum academic requirements for continuation in the undergraduate schools of the University. The committee of the faculty which oversees the academic progress of students is the Committee on Academic Affairs.

Whether a student is academically eligible to continue is determined by the number of course credits accumulated and the grade-point average. The number of credits accumulated is the sum of the credits transferred from other institutions and the credits earned in the undergraduate schools of the University. The grade-point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

To be considered in acceptable academic standing, a student is expected to

a. accumulate at least 24 credits during each 12-month period the student is enrolled;
b. accumulate at least 8 credits each semester which fulfill basic or divisional requirements, until all of these requirements have been satisfied;

c. achieve a grade-point average of at least
   1) 1.45 if between 1 and 36 credits have been accumulated;
   2) 1.60 if between 37 and 72 credits have been accumulated;
   3) 1.75 if between 73 and 108 credits have been accumulated;
   4) 1.90 if more than 108 credits have been accumulated.

A student whose academic standing is unacceptable for a continuous period of two semesters and one summer (in any order) is ineligible to continue.

Any student who is in academic difficulty is strongly urged to seek advice and counsel from the Office of the Dean, the Office of Learning Assistance, the Counseling Center, and/or the student's academic adviser.

Any student suspended from the University for failing to maintain an acceptable academic standing has the right to petition the Committee on Academic Affairs, through the Office of the Dean of the College, for reconsideration. The Committee will base a decision to allow the student to continue on whether there were adverse circumstances, such as a prolonged illness, over which the student had no control. If such is the case, the Committee will expect the student to demonstrate that he/she made every effort to maintain acceptable academic standing in spite of circumstances.

A student whose petition for reconsideration is granted or who is readmitted after academic suspension and who fails in a period prescribed by the Committee on Academic Affairs to achieve acceptable academic standing is ineligible to continue.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic record of the student. Academic grounds for denying readmission are based upon evidence of irresponsible academic performance. Students who have been ineligible to continue for academic reasons must present to the Committee a list of steps they plan to take to raise their academic standing to acceptable standards. Non-academic grounds for denial may include convictions for violations of the honor system or the social conduct code, for violations of the law, and for other behavior showing disrespect for the rights of others.

Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

In order to be eligible to take summer courses at another college or university, the student must have a cumulative grade-point average of no less than 2.0, and must obtain advance approval of the head of the department concerned, the registrar, and in some cases, the dean's office. Courses taken elsewhere on the semester-hour plan are computed as transfer credit at 1.125 credits for each approved semester hour.

Courses taken outside the U.S. require, in addition, prior approval from the Office of International Studies. Students must obtain a transfer of credit form from the Office of International Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade-point average of no less than 2.0 and must obtain faculty approval in advance. If a student plans to seek approval for transfer courses after the completion of the sophomore year, such courses must be taken in an approved four-year institution.

Students who wish to receive transfer of credit for courses taken outside the U.S., need to obtain prior approval from the Office of International Studies and then faculty approval. Transfer of credit forms are available in the Office of International Studies.

Students should be aware that the minimum grade-point average for graduation and for graduation distinctions is computed in two ways: on all work attempted in Wake Forest College and the School of Business and Accountancy; and also on work attempted at Wake Forest and other accredited colleges and universities collectively.

Scholarships and Loans

Any student regularly admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at Box 7246 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the undergraduate schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Students enrolled at least half-time are eligible to apply for federal funds. Half-time and part-time students are eligible to apply for limited institutional funds.

The University offers a number of scholarships based upon merit. Those with a stipend based upon tuition will increase as tuition increases; those with a dollar stipend remain fixed for the four years of enrollment.

Need is a factor in the awarding of most financial aid, and each applicant must file an annual financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships determines aid awards, and aid is credited, by semester, to the student's account in the Office of the Controller. The calculation of need, and therefore the amount of an award, may vary from year to year. The Committee on Scholarships reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest.

Scholarships

The Reynolds Scholarships are awarded each year to five extraordinarily capable men and women entering the College as first-year students. Made possible through a grant from the Z. Smith Reynolds Foundation in honor of Nancy Susan Reynolds, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to $1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipient's fourth year of college, subject to satisfactory performance. A separate application is required by December 1.

The O. W. Wilson Scholarship, created under the will of O. W. Wilson of Yancey County, N.C., is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects. No separate application is required.

The Doctor George E. and Lila C. Bradford Fund awards a renewable full-tuition academic scholarship annually to a student possessing outstanding leadership and aptitude who intends to pursue a pre-medical course of study. No separate application is required.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, N.C., have an annual value ranging from a minimum stipend of $4,500 to a maximum stipend of $15,200, with awards for more than $4,000 determined on the basis of need. Each scholar may apply for at least one summer grant of up to $1,000 to fund travel and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually. A separate application is due by January 15.

The Presidential Scholarships for Distinguished Achievement, established by the University's alumni, award twenty renewable $4,500 scholarships on the basis of exceptional talent and leadership. Candidates must be students who will enrich and add to the diversity of life at Wake Forest through their special talents in the areas of the fine arts (including music, art, theater, dance, film, and other arts), debate and public speaking, writing, leadership, public service, and entrepreneurial achievement. A separate application must be submitted by December 15.

The Joseph Gordon and Wake Forest Black Student Scholarships, established by endowment from the University's Sesquicentennial Fund and gifts from the Z. Smith Reynolds Foundation, recognize the outstanding achievements of black students and are awarded each year to entering freshmen who demonstrate academic promise and leadership potential. This program provides seven full-tuition scholarships and three $2,000 per year scholarships. All scholarships are renewable annually through the recipient's fourth year. Awards are made without regard to financial need. A separate application is required by January 15.

Wake Forest Honor Scholarships provide an annual renewable grant of $3,000 to students who apply for the Reynolds or Carswell Scholarships and who demonstrate exceptional academic ability and leadership.

The George Foster Hankins Scholarships, made possible by the late Colonel George Foster Hankins of Lexington, N.C., for residents of North Carolina or children of alumni living in other states with preference given to residents of Davidson County, have an annual value of up to $16,650. Recipients must demonstrate need as well as academic promise. A separate application is due by January 15.

The Graylyn Scholarship provides three undergraduate renewable one-half year tuition merit scholarships and two to three Bowman Gray School of Medicine renewable $6,000 merit scholarship to students who demonstrate outstanding evidence of academic leadership and commitment to campus life.

The Robert P. and Dorothy Caldwell Scholarships, given by family and friends of Robert P. and Dorothy Caldwell, provide up to three scholarships annually on the basis of outstanding academic achievement, demonstrated leadership ability, record of community service, and a commitment to helping others. A portion of these funds gives preference to students from Gaston and Catawba (N.C.) counties who need assistance in order to attend Wake Forest.

The Holding Scholarship, provided by a gift from the Robert P. Holding Foundation in memory of Mr. Holding, a member of the Class of 1916, offers one full tuition renewable scholarship annually to a student of exceptional leadership and academic promise, who is in residence at least one year in North Carolina. Separate application is not required, but the student must complete an application for either the Nancy Susan Reynolds or Carswell Scholarship.

The Junius C. and Eliza P. Brown Scholarships are designed to recognize excellence among North Carolina students demonstrating financial need in order to attend Wake Forest. Preference for selection is given first to students from the Madison area of Rockingham County, second to students from the Reidsville area of Rockingham County, and third to other applicants from Rockingham County. A separate application is due by January 15.

For all the following scholarships, there is no separate application required except where noted. Students who complete the normal application for financial aid, including the Wake Forest application and an FAF (Financial Aid Form), will be considered for appropriate scholarships.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area of North Carolina who is majoring in chemistry. The scholarship has a value of $2,000 and is awarded on the basis of need.

The Charles I. and Louise Allen Scholarship Fund, established under the will of Louise Lambeth Allen, is awarded on the basis of ability and need to a student who may be interested in pursuing a medical career.

The Army Reserve Officers' Training Corps (AROTC) Scholarships are awarded for academic and personal achievement. These four-, three-, and two-year scholarships annually pay: (1) $7,500 or 80% of tuition, whichever is higher; (2) a flat rate for texts, equipment, and supplies (presently $450); (3) a subsistence allowance of up to $1,000 ($100 per month for the months spent in school); and (4) up to a maximum amount (presently $400) for certain required on-campus educational and laboratory fees. All benefits are tax-free. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The Arthur Andersen Accounting Leadership Award is presented to a senior accounting major who has demonstrated excellence in the areas of academic performance, leadership, and civic/community responsibility.

The Teresa Mae Arnold Scholarship is awarded on the basis of ability and need to a student enrolled in Wake Forest College.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply to the Office of the Provost.)

The Donald A. Baur Memorial Scholarship is awarded on the basis of leadership, dedication, competitiveness, and citizenship, with preference given to members of Delta Nu Chapter, Sigma Chi Fraternity.

The Beach Scholarship, established in memory of the Reverend Benjamin Beach, provides funding for the Poteat Scholarship winner from the congressional district encompassing Caldwell County, N.C.

The George M. and Daisy Olive Beavers Scholarship Fund, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The J. Irvin Biggs Scholarship is awarded to needy and deserving undergraduates, with preference given to students from Lumberton or Robeson County, North Carolina.

The Charles Spurgeon and Inez Black Scholarship provides one annual scholarship to that chemistry major having the second highest academic record in the given year.

The Robert D. Bridger Jr. Scholarship, donated by George R. Bridger in honor of his father, is made to a senior major in the School of Business and Accountancy. Selection of the recipient is based on demonstrated academic ability and financial need, with preference given to students from Bladen County or southeastern North Carolina.

The Claude U. Broach Scholarship is awarded to a freshman or upperclassman with preference given to students from St. John's Baptist Church of Charlotte.

The J. Melville and Alice W. Broughton Scholarship Fund, established in honor of Governor, Senator, and Wake Forest Trustee J. Melville Broughton and his wife, Alice W. Broughton, by the Broughton family of Raleigh, N.C., awards one scholarship annually to a North Carolina student on the basis of academic ability and financial need.

The Dean D. B. Bryan Memorial Scholarship Fund was established in honor of D. B. Bryan, dean of Wake Forest College from 1923 to 1957. It awards a partial or full-tuition scholarship to a student who plans to pursue a career in education, and who demonstrates financial need and academic ability. The recipient must pledge to work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The Lib and Joyner Burns Scholarship is awarded on the basis of both ability and need, with preference given first to students having a physical handicap and second to students from Forsyth or Guilford Counties, N.C.

The Jack Buchanan Scholarship is awarded on the basis of financial need and academic ability, with preference given to students from western North Carolina planning a business major.

The John Douglas Cannon Scholarship is awarded on the basis of academic ability and need.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately $100.

The James Lee Carver Scholarship, donated by Jean Freeman Carver with her children, James Lee Carver II and Elizabeth Jeanine Carver, in memory of her husband, James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, N.C.

The J. D. Cave Memorial Scholarship is awarded to a North Carolina male student who demonstrates strong character, a willingness to grow intellectually, and evidence of need, for an approximate annual value of $600.

The Neal M. Chastain Memorial Scholarship, established by Mrs. June Booth of Charlotte in memory of her son, is awarded to a senior business major exhibiting Christian ideals and good academic achievement.

The Wake Forest College Scholarships, in the amount of $100 to $10,800 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The William Henry Crouch Scholarship for ministerial students has been established by the Providence Baptist Church of Charlotte in honor of its pastor. The scholarship is valued at $3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The O. B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, N.C., in memory of her husband, O. B. Crowell, is awarded on the basis of character, need, and promise.

The Gary Franklin Culler Scholarship Fund, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, N.C.

The Egbert L. Davis Jr. Scholarship, provided by the Davis family in honor of Egbert L. Davis Jr., noted Wake Forest alumnus and benefactor, provides merit and need assistance to one or more students demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable on the basis of a B average, exemplary personal conduct, and participation in the religious life of the University.

The Eleanor Layfield Davis Art Scholarship Fund awards a scholarship to a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Thomas H. Davis Business Scholarship, established by employees of Piedmont Aviation Inc. in honor of its founder and retired chairman, is awarded to a senior business major based on academic achievement, financial need, and potential for business leadership.

The Elizabeth S. Drake Scholarship is awarded to an English major who demonstrates academic ability and financial need, upon the recommendation of the chair of the English department.

The A. J. Fletcher Music Scholars Program, established by the A. J. Fletcher Foundation, awards eight scholarships annually. All awards are based on musical merit. Applications must be made to the Department of Music.

The Bobbie Fletcher Memorial Scholarship is awarded on the basis of academic ability and uncommon leadership qualities to a female student from North Carolina. Recipients will possess the qualities of kindness, thoughtfulness, unselfishness, patience, and determination which distinguished Bobbie Fletcher. Preference will be given to students demonstrating financial need.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist

Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship.

The Wallace G. Freemon Memorial Scholarship is awarded to premedical students in Wake Forest College.

The Charles A. Frueauff Scholarships are provided annually by the Charles A. Frueauff Foundation for middle-income students who live outside North Carolina. Amounts vary according to need.

The F. Lee Fulton Scholarship Fund, established by friends and associates of F. Lee Fulton, is awarded on the basis of leadership, citizenship, moral character, academic ability, and need.

The Gaddy Scholarship Fund awards a need-based scholarship each year to a North Carolina student, with preference given to residents of Anson, Union, and Wake counties.

The Lewis Reed Gaskin Scholarship Fund, established by E. Reed Gaskin and Jean H. Gaskin in honor of Lewis Reed Gaskin, is awarded to a freshman or upperclassman with preference given to a pre-medical student. The award shall be made on the basis of academic ability and potential as a physician. Recipients shall be known as Lewis Reed Gaskin scholars.

The Daniel Eugene and Beulah B. Gatewood Scholarship in Accountancy, given by Beulah B. Gatewood in honor of her husband, is awarded to an undergraduate accounting major based on academic merit and financial need.

The A. Royall Gay Scholarship is awarded on the basis of scholarship, character, and high ideals. Preference is given to graduating seniors from Youngsville, N.C.

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband, James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince Georges Counties, Maryland.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, N.C.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program.

The Stanley McClayton Guthrie Scholarship Fund awards one scholarship each year to a needy student, with preference given to students from Halifax County, Va.

The Fuller Hamrick Scholarship, created under the will of Everett C. Snyder of Wake Forest, N.C., in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, N.C.

The George G. and Georgeine M. Harper Charitable Trust awards scholarships of varying stipends annually to students with high academic potential and financial need, with preference to a North Carolinian.

The Henry Russell and Clara Stephenson Harris Scholarship Fund, established by Elizabeth Harris in memory of her parents, provides a scholarship awarded on the basis of academic ability and financial need to a senior business major who plans to pursue a career in banking.

The M. Elizabeth Harris Music Scholarship Fund provides an annual scholarship for a music major, with preference given to a student whose primary interest is church music. The award is made on the basis of academic ability and financial need.

The Margaret S. Hasty Memorial Scholarship Fund, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate student(s) with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The Louise Patton Hearn Scholarship for Human Service is awarded to a student who has demonstrated exceptional service to improve the well-being of other people and who shows interest and potential in leading others to make similar contributions to humanity.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, N.C., in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The W. D. and Alberta B. Holleman Memorial Scholarship Fund, established by Robert D. Holleman in memory of his parents, is awarded on the basis of academic ability, need, Christian commitment, and leadership to a student from Durham County.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son, Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford counties, N.C., and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Jeanette Wallace Hyde Scholarship, donated by Jeanette Wallace Hyde of Raleigh, is awarded on the basis of financial need and academic ability. Preference is given, but not limited to, students from Yadkin County.

The Jones-Holder Business Scholarship Fund, awarded upon the recommendation of the dean of the School of Business and Accountancy, recognizes a rising senior business major who has demonstrated a high level of achievement.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALLTEL-Carolina Telephone Company service region.

The Sarah C. and C. A. Kent Scholarships are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately $800.

The Charles L. Little Scholarship Fund, established by Charles L. Little, is given to upperclass students. Preference is given to pre-medical students from Anson County and immediately adjacent counties in North Carolina who provide satisfactory evidence of a willingness to give serious consideration to practicing medicine in Wadesboro or Anson County.

The James C. Mason Scholarship Fund, created under the will of Oscar W. McManus of Laurinburg, N.C., is awarded to a worthy student.

The Burke M. McConnell Management Excellence Scholarship, established by Pace Communications, Inc. of Greensboro, is given to the senior in the School of Business and Accountancy who holds the highest grade-point average for his or her first three years at the University.

The Wilma L. McCurdy Memorial Fund Scholarship is awarded on the basis of character, academic standing, and need.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student. Applications must be made to the Department of Music.

The McGladrey & Pullen Scholarship, granted by the public accounting firm, McGladrey & Pullen, is awarded to a senior accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, and has a value of $750.

The Robert A. and Margaret Pope McIntyre Scholarship is awarded annually, with preference given to students from Robeson County, N.C.

The Robert Lee Middleton Scholarship, donated by Sarah Edwards Middleton of Nashville, Tenn., in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to the student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The Mildred Bronson Miller Scholarship Fund, donated by Mildred B. Miller of Atlanta, Ga., is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The Hiram Abif Myers III Scholarship Fund, established in memory of Hiram Abif ("Bif") Myers who died early in his freshman year at Wake Forest, awards one scholarship to a senior from Roswell High School, Roswell, Ga., who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The Myers Memorial Scholarship is awarded to pre-ministerial students or to students contributing to Christianity.

The George Thompson Noel, M.D., Memorial Scholarship is awarded on the basis of academic ability and financial need, with preference given to students from Cabarrus County and North Carolina. The Noel Scholarship is renewable for succeeding school years, provided the recipient demonstrates continuing need and ranks in the top third of his or her class.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, N.C., in memory of his parents, John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to

attend college, for a value up to $1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Curtis Eugene Overby Sr. Scholarship is awarded on the basis of academic ability, financial need, and outstanding leadership potential to a North Carolina junior or senior majoring in communications, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell Counties.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, N.C., in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The H. Franklin Perritt III Memorial Scholarship Fund provides a scholarship of at least $1,000 annually to one or more sophomores enrolled in the Reserve Officers' Training Corps. Selection is based upon outstanding leadership potential.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, N.C., make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Poteat Scholarships, valued at $4,500 per year, are available to twelve freshmen, one from each Congressional District of North Carolina, plus three scholarships at large from the state. To be eligible, a student must be an active member of a Southern Baptist Church in North Carolina, must be likely to make a significant contribution to church and society, and must be appreciative of the quality of education available at Wake Forest University. A separate application is required by December 15.

The H. Ray Pullium Scholarship Fund, established by Mrs. H. Ray Pullium in honor of her husband, is awarded on the basis of ability and need. Preference is given to students from North Carolina Baptist Children's Homes.

The Kenneth Tyson Raynor Scholarship, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, is awarded annually by the mathematics faculty. The award is made on the basis of academic ability to an individual majoring in mathematics who has achieved junior standing.

The Oliver D. and Caroline Revell Scholarship is awarded to needy pre-ministerial students or needy students entering full-time Christian service.

The William Royal Scholarship Fund, given by family and friends of William Royall, provides a scholarship award for excellence in classical studies, with preference given to students planning to travel abroad to classical sites. Applications must be made to the Department of Classical Languages.

The George D. Rovere Scholarship Fund awards a scholarship annually to a student planning to become an athletic trainer.

The William Lee Rudd and Ruth Crosby Rudd Scholarship is awarded to worthy and needy students majoring in religion.

The Sara Jo Brownlow Shearer Scholarship is awarded to students specializing in the area of learning disabilities.

The W.D. Sanders Scholarship. Two scholarships, each in the amount of $2,000, are awarded annually for language study in Germany or Austria. Sophomores, juniors, or

seniors who have completed German 153 or above are eligible, and the scholarships are designated, in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior year abroad programs with other institutions. Applications should be made to the Department of German and Russian.

The Franklin R. Shirley Debate Scholarship, established in honor of the late Franklin R. Shirley, professor emeritus of speech communication, is awarded to a student who has debate experience and who successfully participates in the University's debate program.

The James F. Slate Fund provides an annual scholarship or loan to a student who plans a ministerial career. It is renewable upon evidence of a continuing need and interest in the ministry.

The Joseph Pleasant and Marguerite Nutt Sloan Memorial Scholarship, established by Patricia Sloan Mize in honor of her parents, is awarded annually to an applied music student on the basis of academic ability. It has a value of approximately $500. Applications must be made to the Department of Music.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. and Mrs. Robert Forest Smith Jr. and other citizens of Hickory, N.C., in memory of Robert Forest Smith III, is awarded to an entering freshman who qualifies on the basis of need and distinction in high school government. Preference is given to those who plan to enter government service, with strong preference given to students exemplifying positive Christian principles. It has a value of $1,000.

The Gilbert T. Stephenson Scholarship, established by Grace W. Stephenson in memory of her husband, is awarded on the basis of ability and need to a student from Kirby Township or Northampton County, N.C.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County.

The John Belk Stevens Scholarship in Business, donated by the Belk Foundation in honor of John Belk Stevens, is given to senior business majors with particular interests in retailing or marketing and is based on academic merit and financial need.

The Edna and Ethel Stowe Scholarship is awarded to a freshman or an upperclassman, with preference given to female students who have a physical handicap.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother, J. W. Straughan, of Warsaw, N.C., with preference given to students from Duplin County, N.C., who are interested in pursuing a medical career (especially in the field of family practice), is for those who need financial assistance to continue their education.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina, renewable.

The Russell Taylor Scholarship is awarded to a high school senior with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, N.C.

The Harold Wayland and Nelle Futch Tribble Scholarship Fund, established to honor the late President Emeritus and Mrs. Tribble, provides a scholarship to students enrolled in the College who demonstrate superior academic ability.

The Kenneth Monroe Tucker Scholarship is awarded on the basis of academic merit, with preference given to students from Wilkes, New Hanover, or Brunswick Counties, North Carolina. It may be renewed provided the recipient's cumulative average is in the upper twenty percent of his or her class.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The John W. Ward Jr. Scholarship is awarded on the basis of demonstrated need, with preference given to students from Robeson County, N.C.

The Ware Foundation Scholarship is awarded on the basis of academic ability and financial need, with preference given first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance Counties, N.C.

The Watkins-Richardson Scholarship is awarded on the basis of academic ability and outstanding leadership potential to students from the southeastern United States. Watkins-Richardson Scholarship awards are renewable for succeeding school years, provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The Lettie Pate Whitehead Scholarships provide support to needy Christian women students from nine Southeastern states.

The Alexander Hines Whitley Jr. Scholarship is awarded to qualified students selected by the Committee on Scholarships and Student Aid.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, N.C., give preference to deserving students of Union County.

The John G. Williard Scholarship is awarded to middle income students, with preference given to students from Davie County, N.C.

The James Bennett Willis Scholarship Fund, established by James B. Willis of Hamlet, N.C., gives preference to North Carolina Baptist students interested in the ministry and Christian education. It is awarded on the basis of need. Applications must be made to the Departments of Religion or Philosophy.

The Maria Thornton and Miriam Carlyle Willis Scholarship Fund, established by James B. Willis in memory of his wife and daughter, gives preference to North Carolina Baptist students who are interested in all phases of the ministry of music. It is awarded on the basis of need.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband, Charles Littell Wilson, is for a freshman.

The O. W. Wilson-Yancey County Scholarships, created under the will of O. W. Wilson of Yancey County, N.C., are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The Phillip W. Wilson/Peat Marwick Memorial Scholarship, established as a memorial to Phillip W. Wilson by his friends, colleagues, and family, is awarded to a senior accountancy major who has demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accounting profession. The recipient must also be in the top fifth of his or her class based on grade-point average within the School of Business and Accountancy.

The William H. and Anne M. Woody Memorial Scholarship is awarded on the basis of character, scholastic achievement, and financial need, with preference given to students from Person County, N.C., and to students intending careers in medicine, education, or ministry.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, in memory of their son, William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability.

The Matthew T. Yates Scholarship Fund awards scholarships to the children of missionaries of the Foreign Mission Board of the Southern Baptist Convention on the basis of merit and need. The applicant must notify the Office of Financial Aid of his or her eligibility to be considered for this award.

Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors six programs to help pay college costs. These programs are Pell Grants, Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), Perkins Loans, Stafford Loans (formerly Guaranteed Student Loans [GSL]), and PLUS Loans/ Supplemental Loans for Students (SLS). To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress. (See the statement in bold face on page 59.) The six programs are outlined as follows:

Pell Grants are federal funds awarded to undergraduate students with exceptional financial need who require these grants to attend college, for a value of up to $2,400 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college and who show academic or creative promise, for a value from $100 to $4,000 a year. The amount of financial assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The College Work-Study Program makes on-campus employment available to students who show evidence of financial need. Students work during the academic year for federal minimum wage or above, at an average of ten to fifteen hours per week in the Z. Smith Reynolds Library, Reynolda Hall, Student Union, Reynolda Gardens, and other places on campus.

The Carl D. Perkins Loan Program (formerly National Direct Student Loans) makes available loans for students in need of financial assistance with an interest rate of 5 percent. These are examples of typical repayment schedules:

Aggregate Loan	Quarterly Payments	Amount of Payment	Total Interest Paid	Total Payment
$2,500	35	$ 90.00	$ 590.22	$3,090.22
5,000	40	159.61	1,384.27	6,384.27
7,500	40	239.41	2,076.44	9,576.44

Aggregate undergraduate sums may not exceed $4,500 for the first two years or $9,000 for four years, but may be extended to $18,000 for those who also borrow for graduate or professional study, with an interest rate of 5 percent.

The Stafford Program makes available loans up to $2,625 for the first two years of undergraduate study and $4,000 for subsequent undergraduate study. Aggregate undergraduate sums may not exceed $17,250, but may be extended to $54,750 for those who also borrow for graduate or professional study. The maximum loan per year for graduate students is $7,500. Loans are insured by the federal government or guaranteed by a state or private nonprofit guarantee agency. The federal government pays the interest during in-school and grace periods. Applications and information may be obtained from state guarantee agencies or the financial aid office.

The PLUS and Supplemental Loan Programs make available loans to parents and some undergraduate students. PLUS enables parents to borrow up to $4,000 per year, to a total of $20,000, for each child who is enrolled at least half-time and is a dependent student. Independent undergraduates may borrow up to $4,000 per year to a total of $20,000 from the Supplemental Loan Program. In exceptional circumstances, dependent undergraduates may also apply for a Supplemental Loan. Applications and information may be obtained from the state guarantee agencies or from the financial aid office.

Financial aid under the Federal Title IV Program is available to eligible students enrolled in a course of study leading to a degree. Federal regulations specify that the student maintain satisfactory progress in order to receive federal financial aid. Wake Forest University policy on satisfactory academic progress for financial aid purposes is available upon request from the financial aid office. Students who do not meet the minimum requirements at the end of the spring semester may be allowed to continue with the permission of the Committee on Academic Affairs. Such students may be granted federal financial aid for a period of one additional semester. Failure to meet the stated minimum requirements will result in termination of all federal financial aid.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent, who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 750 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 250 marks per month for rent. (Interested students should communicate with the chair of the Department of German.)

The Spanish Exchange Scholarships are available for study at the University of the Andes in Bogotá, Colombia, and at the University of Salamanca in Spain. The Bogotá scholarship may be awarded to two students for one semester's study each or to one student for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Scholarships provide remission of fees and the cost of books, board, and accommodations. (Interested students should communicate with the chair of the Department of Romance Languages.)

The French Exchange Scholarship, established with the University of Burgundy, France, is available to a graduating senior, who receives a graduate teaching assistantship at a lycée in Dijon for two semesters. (Interested students should communicate with the chair of the Department of Romance Languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for a value of up to $7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of 1 percent during the in-school and grace periods and 7 percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, N.C., is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, N.C., is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding $2,500 each year and $10,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, N.C., in memory of her mother, is for needy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, N.C.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, in memory of her sister, Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of George Foster Hankins of Lexington, gives preference to applicants from Davidson County, N.C.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, N.C., in memory of his first wife, Lucy Shearon Harris, and his second wife, Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance to prevent the disruption of their education.

The Hutchins Student Loan Fund, originated by Robert W. Hutchins Jr. on behalf of himself and his late wife, Nancy D. Hutchins of Winston-Salem, is in honor of members of the Hutchins' family who have attended Wake Forest and is for the benefit of needy undergraduate students.

The Edna Tyner Langston Fund, established in 1942 by Henry J. Langston of Danville, Va., in memory of his wife, is available to a student agreed upon by the donor and the College.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, is for worthy students enrolled with the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Frank P. Powers of Raleigh, in memory of his parents, Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by J. G. Raby of Tarboro, N.C., in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, N.C., is available for ministerial students who have been licensed to preach.

The Sidney G. Wallace Loan Fund, created under the will of Mrs. Blanche Wallace, is used to assist undergraduate students. Preference is given to students studying in a Wake Forest-sponsored or approved overseas program.

Concessions

North Carolina Legislative Tuition Grants. The North Carolina General Assembly provides yearly grants to all legal residents of North Carolina. To be eligible a student must be enrolled for at least fourteen credits each semester (through October 1 in the fall and through the tenth day of classes in the spring) and complete a Residency Form 100. The student must not have received a bachelor's degree previously. To receive the grant, the student must also complete an NCLTG application and return it to the financial aid office by a specified deadline.

Ministerial students receive an $800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an $800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a $150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Other Financial Aid

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the Department of Music, for the value of $300. (Interested students should communicate with the chair of the Department of Music.)

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time

students. Summer employment may also be available. (Interested students should communicate with the Office of Career Services.)

Veterans' Benefits are administered by the Office of the Veterans' Administration in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Students who apply for financial aid from Wake Forest must advise the College if they receive any assistance from outside organizations, including but not limited to National Merit or Achievement Scholarships; College Scholarship Service-sponsored scholarships; local, state, and national scholarship and loan programs. This outside assistance will be considered when the financial aid award is calculated.

SUSAN MULLALLY CLARK

The Benson University Center contains modern facilities for student activities and events.

Special Programs

Students in the College are encouraged to apply to special programs, both on and off campus, which correspond to their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described on page 67 and beyond.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade-point average of 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade-point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary from one department to another.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum, a limited number of students is selected by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the degree is designed by the student and his or her adviser.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

International Studies

Office of International Studies

The Office of International Studies provides information on all programs in international studies. Students interested in studying abroad should visit the office for assistance and program approval. Any student taking non-Wake Forest courses overseas for either the summer, semester, or year should visit the office for program approval and a transfer of credit form. The office also administers the international studies minor. For a full description of the minor see page 72.

International Students

International students can obtain information and assistance in the Office of the Dean of the College.

Residential Language Centers

For students prepared to speak French, German, Italian, or Russian on a regular basis with other students studying the same language, the University offers residential language centers coordinated by members of the Romance languages department and the German and Russian department. Such students attend regular classes on the campus. Organized social and conversational programs are available in all these languages.

International Studies House

Students interested in international studies who would like to live with other students sharing these interests may apply to live in the International Studies House. Further information may be obtained in the Office of International Studies.

Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 73.

Opportunities for Study Abroad

Wake Forest Programs

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theater, literature, and history of London and Great Britain. (See, for example, Art 2320, *English Art, Hogarth to the Present*, and History 2260, *History of London*,

in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the Office of International Studies.

Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693, *Venetian Renaissance Art;* Italian 153, *Intermediate Italian;* Italian 215, *Introduction to Italian Literature I;* Italian 216, *Introduction to Italian Literature II;* and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the Office of International Studies.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Spain (Salamanca)

Students wishing to study in Spain may apply for a semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

Institute of European Studies

Students who wish to spend a semester or year in a German- or Slavic-speaking country may apply to programs of study available through the Institute of European Studies. Qualified Wake Forest applicants may study during their junior or senior year in Germany (Berlin or Freiburg) or Austria (Vienna). Two new exchange programs have been established, one in Kiev and the other in Moscow. As with other Wake Forest programs, students receive direct credit for all courses taken with I.E.S. and may apply any form of financial aid available to them here on campus to their program of study. Interested students should contact the Department of German and Russian.

China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered only in the fall

semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Further information may be obtained in the Office of International Studies.

Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall semester in Tokai University, outside Tokyo. Coursework focuses on Japanese language and culture: one course is taught by a Wake Forest professor; another course is taught by Japanese faculty members, in English, on various aspects of Japanese society; a third course is the Japanese language at the appropriate level. No prior knowledge of Japanese is required. Further information may be obtained in the Office of International Studies.

Russia

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow University, formerly Moscow State University, each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

Experiment in International Living

The Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program, a student must be regularly enrolled and plan to return to the College after study abroad; arrangements must be made with the chair of the department of the major and the director of the Office of International Studies. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken, but this is subject to evaluation by the dean of the College.

Study Abroad in Non-Wake Forest Programs

Students wishing to study abroad in a non-Wake Forest program should visit the Office of International Studies for assistance. The office houses a sizable collection of material on a wide variety of overseas programs.

A student's participation in a non-Wake Forest program must be approved in advance by the Office of International Studies. A transfer of credit form, available in the Office of International Studies, must be filled out once one is accepted into a program. Transfer credit is computed at 1.125 credits for each approved semester hour and .75 for each quarter hour taken abroad. Students in programs other than those offered by Wake Forest must apply for readmission to the University. Scholarship and financial aid can now be carried into approved non-Wake Forest programs. Further information is available in the Office of International Studies.

Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art, chemistry, classical studies, economics, English, French, French-Spanish, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, speech communication, or theater. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and sport science, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree is available with a major in education with a state teacher's certificate in science. The bachelor of science degree may be conferred in combined curricula in dentistry, engineering, forestry and environmental studies, medical technology, microbiology, and the physician assistant program. The School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in accountancy or business. (See page 202 of this bulletin.)

A student who receives the bachelor of arts or bachelor of science degree may not thereafter receive another bachelor's degree from Wake Forest.

General Requirements

Students in the College have considerable flexibility in planning their courses of study. Except for two semesters of required health and sport science courses, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and the requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses for a total of 144 credits. No more than sixteen credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-123 (ensemble courses); and elective 100-level courses in health and sport science. A cross-listed course may be taken one time for credit toward graduation, unless otherwise specified by the course description.

All students must earn a C average on all work attempted at all colleges and universities and on all work attempted in Wake Forest College and the School of Business and Accountancy. Of the 144 credits required for graduation, at least 72 must be completed in the undergraduate schools of Wake Forest University, including the work of the senior year (except for combined degree curricula).

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, provided that course work is completed within six years of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless exempted through procedures established by the departments concerned):

English 110 *(composition) or* 112 *(composition and literature)*
Foreign language 153 *(intermediate level)*
Foreign language (literature)
French 213, 216, 217, *or the equivalent*
Spanish 214, 217, 218, *or the equivalent*
Italian 215, 216, *or the equivalent*
German 215 *or* 216
Russian 215 *or* 216
Greek 211 *or* 212
Latin 211, 212, *or* 216
Hebrew 211
Japanese 211
Chinese 211

No credit is given for any language course below the one recommended by the department on the basis of the placement test unless the student is given permission to earn such credit by the Language Placement Appeals Board.

Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum):

Division I. *Literature and the Arts* (three courses; no more than one course from any one of the four groups)
1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the one used for the basic requirement)
   Classical languages
      Greek 211, 212, 231, 241, or 242
      Latin 211, 212, 216, 221, 225, or 226
      Classics 253, 254, 263, 264, 265, or 272
   German 215 or 216
   Chinese 211
   Japanese 211
   Romance languages (French, Italian, or Spanish) literature
   Russian 215 or 216
   Humanities 213, 214, 215, 216, 217, 218, 219, 221, or 222

4. Fine Arts
   Art 103 or 111
   Music 101, 102, 181, or 182
   Theater 110 or 112

Division II. The Natural Sciences and Mathematics (three courses, selected from two of the four groups)

1. Biology 111, 112, 113, 114 (any one; if two, may be any two taken in any order)
2. Chemistry 111, 116 (unless advanced preparation indicates a higher course); if one course, 111; if two courses, 111, 116.
3. Physics 109, 110, 113, 114
4. Mathematics 108, 109, 111, 112, 117, Computer Science 173 (any one; if two, the pair must include 108 or 111 but not both)

Division III. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101, 102, 103, or 104
2. Religion (any four credits at the 100-level)
3. Philosophy 111

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one department)

1. Anthropology 151 or 152
2. Economics 150
3. Politics 113, 114, 115, or 116
4. Psychology 151
5. Sociology 151, 152, 153, or 154

Requirement in Health and Sport Science

All students must complete Health and Sport Science 100 and 101. This requirement must be met before enrollment in additional health and sport science elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition,* indicated by *cc* with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a *composition condition.* For removal of a *composition condition* the student is required to attempt English 11 **during the first semester for which he or she registers following the assignment of the** *cc.* Removal of the deficiency is prerequisite to graduation.

Basic and Divisional Requirements

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For this reason, as many of the requirements as feasible should be taken in the freshman and sophomore years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Declaring a Major

To enter upon a major, a student should have earned at least sixty credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year, each student who will have acquired the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she will begin the fifth semester without attaining sixty credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business or in accountancy should make application to the School of Business and Accountancy. (See page 202 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the beginning of the junior year, a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

The following fields of study are recognized for the major: accountancy, anthropology, art, biology, business, chemistry, classical studies, computer science, economics, education, English, French, French-Spanish, German, Greek, health and sport science, history, Latin, mathematical economics, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, speech communication,

and theater. Students preparing for the ministry are advised to elect three courses in religion beyond the course included in the divisional requirements.

Maximum Number of Courses in a Department

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study or more, except for those double-majoring within the Department of Mathematics and Computer Science.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 110 and 112; for students majoring in mathematics and minoring in computer science, Mathematics 111 and 112; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

For purposes of satisfying graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

Double Majors and Joint Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. For administrative purposes, the student must designate one of the two fields as the primary major, which appears first on the student's record. For purposes of the double major only, the Department of Mathematics and Computer Science is considered as two departments.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies, in mathematical economics, and in French-Spanish.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art, biology, chemistry, computer science, dance, educational studies, professional education, English, French language and culture, French literature, German, Greek, health and sport science, history, Italian, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish language and culture, Hispanic literature, speech communication, and theater.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

A Minor in Cultural Resource Preservation. The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource preservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires *Studies in Historic Preservation* (History 366) and four other courses for a total of twenty credits. The courses must be distributed among at least three departments. The following courses may be included in the minor: Anthropology 152, *General Anthropology II: Cultural Anthropology* (may count as a Division IV requirement); Anthropology 300, *Museum Practicum;* Anthropology 310, *Museum Design and Operation;* Anthropology 370, *Old World Prehistory;* Anthropology 374, *Prehistory of North America;* Anthropology 378, *Conservation Archeology;* Anthropology 381/382, *Archeological Research;* Art 233, *American Architecture;* Art 275, *History of Landscape Architecture;* Art 288, *Modern Architecture;* Art 293, *Practicum;* History 381/382, *Preservation Practicum I, II;* History 398, *Individual Study;* Sociology 151, *Principles of Sociology* (may count as Division IV requirement); Sociology 205, *Photography in the Social Sciences;* Sociology 333, *The Urban Community.*

Students intending to minor in cultural resource preservation should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

A Minor in Early Christian Studies. The interdisciplinary minor in early Christian studies requires 22-23 credits. The student must take Greek 231, *Greek New Testament;* Religion 112, *Introduction to the New Testament* or 164, *The Formation of the Christian Tradition;* Classics 270, *Greek Civilization* or 271, *Roman Civilization;* Classics/Religion 285, *Interdisiciplinary Seminar in the Greco-Roman World;* and two additional courses, with no more than one from any one department, from the following: Art 241, *Ancient Art;* Art 244, *Greek Art;* Art 245, *Roman Art;* Art 296 *a* or *b*, *Art History Seminar;* Classics 270 or 271 (whichever is not used to satisfy the requirement for the interdisciplinary minor); History 215, 216, *The Ancient World;* Philosophy 201, *Ancient and Medieval Philosophy;* Religion 215, *Visions of the End: Jewish and Christian Apocalyptic;* Religion 320, *Jesus and the Synoptic Gospels;* Religion 322, *The General Epistles;* Religion 326, *Early Christian Theologians: Paul;* Religion 327, *Early Christian Theologians: The Fourth Evangelist;* Religion 328, *The New Testament and Ethics;* Religion 336, *Hellenistic Religions.* Other courses may be allowed with the permission of the Departments of Classical Languages and Religion.

A Minor in International Studies. The minor in international studies consists of a total of twenty credits. Candidates for the minor are required to take Politics 116, *International Politics,* and one of the following: Economics 251, *International Trade;* Economics 252, *International Finance;* Economics 253, *Economics of Communism;* Economics 254, *Capitalism and Planning;* or Politics 253, *The Politics of International Economic Relations.* In addition, students must take twelve other credits in international studies from an approved list on file in the Office of International Studies. No more than eight of the twenty credits for the minor may be taken in a single department. Study of a foreign

language beyond the basic requirement is strongly recommended. Formal advising of minors is not required but the director of international studies is responsible for certifying the successful completion of requirements for the minor. For more information, contact the Office of International Studies.

A Minor in Women's Studies. The interdisciplinary minor in women's studies requires a core course (Humanities 121) and five other courses. At least two of the five courses must be in the humanities and two must be in the social sciences, and the courses must be distributed among at least three departments, for a total of twenty-four credits. It is recommended that one of these courses be the upper division seminar, Humanities 321. This structure gives students an understanding of the interdisciplinary nature of women's studies within the context of the traditional liberal arts curriculum. A student minoring in women's studies might take Humanities 121 as a sophomore, one humanities and one social science course as a junior, and Humanities 321, another humanities course, and another social science course as a senior.

The following courses may be included in the minor:

Humanities: Art 251, *Women and Art;* Classical Languages 252, *Women in Antiquity;* English 340, *Women Writers in Society;* English 376, *American Poetry from 1855 to 1900;* English 381, *Studies in Black American Literature;* English 377, *American Jewish Writers;* History 365, *Women in American History;* Humanities 347, *Women Writers in Japanese Culture;* Humanities 353, *African and Caribbean Women Writers;* Humanities 359, *Fathers and Daughters;* Humanities 396, *Independent Study: Internships in Women's Studies;* Music 208, *Women and Music;* Religion 338, *Ethics in Feminist Perspective;* Religion 366, *Gender and Religion;* Speech Communication 357, *The Rhetoric of the Women's Rights Movement.*

Social Sciences/Sciences: Biology 302, *Women in Science;* Politics 229, *Women in Politics;* Psychology 265, *Human Sexuality;* Psychology 358, *Psychology of Women;* Sociology 153, *Marriage and the Family;* Sociology 305, *Male and Female Roles in Society;* Sociology 309, *Sex and Human Relationships;* Sociology 311, *Women in Professions;* Sociology 348, *Sociology of the Family;* Sociology 359, *Race and Ethnic Relations.*

Students intending to minor in women's studies should consult the coordinator of Women's Studies in Tribble A-106B, preferably during the sophomore year.

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises interested students. Further questions may be directed to the Office of International Studies. These programs are currently available:

East European Studies. Coordinator, Perry Patterson (Economics)
Russian 215 or 216 is required, plus twenty-four credits from the following: four additional credits in Russian at the 200 level, History 331, History 332, Politics 232, Economics 253, Anthropology 350, Humanities 215, Humanities 218, and relevant seminars, colloquia, or independent studies in any of the departments above.

German Studies. Coordinator, Larry E. West (German/Russian)
Twelve or thirteen credits from German 153, 215, 216, 217, 220, or 221 are required. In addition, the student should take four courses from the following groups, at least one from each group: (1) History 320 and History 318/German 231; (2) Politics 233 and 273; (3) Philosophy 241 and 242. Appropriate credit in the above areas may be obtained by study in Germany.

Italian Studies. Coordinator, Antonio Vitti (Romance languages)
Italian through the 215 level is required, plus three courses from the following groups, at least one each from groups (2) and (3): (1) Literature: Italian 216 (or any Italian course above 215), Classics 251, Classics 272, and Religion 277; (2) Fine Arts: Art 245, 267, 268, 296C, and 2693; and Music 181, 201, 206, 220, and 221; Humanities 357, 382, 383; (3) History and the Social Sciences: Classics 271; History 221, 222, 223, and 398; appropriate courses in religion, politics, economics, anthropology, sociology, and psychology taught in the Venice program, and individual study courses in those departments (appropriate topics). A semester in Venice or another approved course of study in Italy also is required.

Latin American Studies. Coordinators, Mary Friedman and Linda Maier (Romance languages)
History 375, Politics 236, and Spanish 218 and 223 are required, plus twelve credits from the following: History 373, 374; Economics 252; Politics 242 and 292 if the topic pertains to Latin America; Spanish 219, 262, 263, 264, 265, 266; and Humanities 384. It is recommended that students take Spanish 263, 264, 265 or 266 to fulfill the foreign literature requirement in Division I.

Spanish Studies. Coordinator, Kathleen Glenn (Romance languages)
History 2019, Sociology 2029, either Art 2029 or Spanish 224, and Spanish 217 are required, plus twelve credits from the advanced courses in Spanish language and the literature of Spain offered by the Department of Romance Languages or from those offered at the University of Salamanca. Students are required to participate in the semester in Spain program at Salamanca.

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and other tests deemed appropriate by the Committee on Academic Affairs. The tests are administered during the spring semester, and relevant results are made available to

the student for his or her information. The primary purpose of the program is to provide the University with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and sport science requirement; Biology 111, 112, 113, 114 (three courses or equivalents); Biology 326; Chemistry 111, 112, 221, and 222; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in the Physician Assistant Program

Students may qualify for the bachelor of science degree in the physician assistant program by completion of three years (108 credits) in the College with a minimum average grade of C, and by satisfactory completion of the full twenty-four-month course in the physician assistant program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, the health and sport science requirement, and at least four courses in biology (including one course in microbiology). At least four courses in the social sciences (including sociology, psychology, and economics), a course in statistics, and three or four courses in chemistry are recommended. Applicants to the program must have a minimum of six months of clinical experience in patient care services. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in Microbiology

Students may qualify for the bachelor of science degree in microbiology by completion of three years (112 credits) in the College with a minimum average grade of C, and by satisfactory completion of a thirty-two hour major in microbiology in the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the health and sport science requirement; Microbiology 302, 304 (or Biology 462), and Biology 371. Additional courses to complete the major will be selected from Microbiology 402, 403, 404, 405, 408, 410, 411, 413, 414, 432, 433, 434, Biology 321, 360, 372, 373, 380, and 391, 392. Required related courses are two courses in physics and at least two courses in organic chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing toward advanced work in microbiology. The student should consult the microbiology adviser during the sophomore year to establish a program of study. Work on the major must begin no later than the fall semester of the junior year.

Degrees in Dentistry

A student may fulfill the requirements for the bachelor of science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third-year class.

For this degree, the requirements in the College are the same as those for the degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include the basic and divisional requirements. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); foreign language courses 211, 215, or 216; Mathematics 111, 112; Physics 113, 114; and Health and Sport Science 111, 112. Suggested courses for the

sophomore year are English 170 (or a foreign literature); Philosophy 111; Mathematics 301 or 251; Physics 141, 161, and 164; and Chemistry 111, 112. Suggested courses for the junior year are a history course, a religion course, Mathematics 302, and Economics 150.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the chair of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.

SUSAN MULLALLY CLARK

Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1991-92 unless otherwise noted, and reflect official faculty action through March 16, 1992.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101-199 are primarily for freshmen and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduates and graduate students. (Other graduate courses are described in the bulletin of the Graduate School; a complete listing of summer courses is in the bulletin of the Summer Session.)

Anthropology

David S. Weaver, Chair
Professors E. Pendleton Banks, David K. Evans, Stanton K. Tefft, David S. Weaver, J. Ned Woodall
Director/Curator, Museum of Anthropology/ Assistant Professor Mary Jane Berman
Adjunct Professor Jay R. Kaplan
Visiting Assistant Professor Dorothy J. Cattle

A major in anthropology requires a minimum of thirty-six credits and must include Anthropology 151, 152, 390, and either 370 or 374.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 383, 384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field of study.

A minimum grade-point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 151 and 152. Minors will not receive credit for Anthropology 390, 398, or 399. Only four credits from Anthropology 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

151. General Anthropology I: Archeology and Human Evolution. (4) Origin and evolution of man with a focus on human biological and sociocultural change during the Plio-Pleistocene.

152. General Anthropology II: Cultural Anthropology. (4) A cross-cultural analysis of human institutions with a survey of major theories explaining cultural variety and human nature.

300. Museum Practicum. (4) Designed to give the student practical experience while working at the Museum of Anthropology in six basic areas of museum operation: administration, research, curatorial duties, conservation, exhibition design, and education. P—Permission of instructor.

310. Museum Design and Operation. (4) The principles of museum design and operation through lectures, readings, workshops with visiting experts in the field, and field trips to neighboring museums (possibly to Washington, DC). Students have an opportunity to put some of the principles in practice by planning and designing exhibits in the Museum of Anthropology. P—Permission of instructor.

320. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

330. The Ethnographic Documentary. (4) Through the use of ethnographic documentary films and videos from different historical periods and by filmmakers from different cultural backgrounds, this course will present a historical and cross-cultural perspective on cultural systems. The course will analyze the technological and aesthetic aspects of film and video production and assess the effectiveness of visual communication in conveying ideas about culture and society. P—Anthropology 151 or Anthropology 152 or permission of instructor.

335. Mountain Folklore in North Carolina. (4) The role folklore plays in all human cultures in general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. P—Permission of instructor.

340. Anthropological Theory. (4) A study and evaluation of the major anthropological theories of humans and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 151 and 152 and junior standing, or permission of instructor.

345. Primitive Religion. (4) The world-view and values of non-literate cultures as expressed in myths, rituals, and symbols. P—Anthropology 151 or Anthropology 152.

350. European Peasant Communities. (4) Lectures, reading, and discussion on selected communities and their sociocultural contexts, including folklore, folk art, and processes of culture change. P—Anthropology 151 or Anthropology 152 or permission of instructor.

352. Peoples and Cultures of Africa. (4) The ethnology and prehistory of Africa south of the Sahara. P—Anthropology 151 or Anthropology 152.

354. Peoples and Cultures of China. (4) A survey of the Han and non-Han (Mongolian, Tibetan, Shan, Miao, etc.) peoples of China and their traditional cultures drawing on ethnographic and village studies. P—Permission of instructor.

358. The American Indian. (4) Ethnology and prehistory of the American Indian. P—Anthropology 151 or Anthropology 152.

360. Human Ecology. (4) The relations between the human being and the inorganic and organic environments as mediated by culture; laboratory experience with aerial photography and other remote sensing techniques. P—Anthropology 151 or Anthropology 152 or permission of instructor.

362. Medical Anthropology. (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 151 or permission of instructor.

364. Physical Anthropology. (4) Introduction to biological anthropology, human biology, evolution, and variability. P—Anthropology 151.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. P—Anthropology 151 and permission of instructor.

368. Human Osteology. (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications. P—Anthropology 151 and permission of instructor.

370. Old World Prehistory. (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 151 or permission of instructor.

372. Archeology of Early Complex Societies. (4) Comparison of the archeology of early complex societies, with special attention to the Maya, Aztec, and Teotihuacan cultures in Mesoamerica; the Huari and Inca in South America; the Anasazi of North America; and Egyptian and Mesopotamian groups of the Old World. An emphasis will be given to theories of origins and change in complex societies. P—Anthropology 151 or permission of instructor.

374. Prehistory of North America. (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 151 or permission of instructor.

376. Archeology of the Southeastern United States. (4) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—Anthropology 151.

378. Conservation Archeology. (4) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources. P—Anthropology 151 and Anthropology 359 or permission of instructor.

380. Anthropological Statistics. (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Sociology 380.)

381, 382. Archeological Research. (4,4) The recovery of anthropological data through the use of archeology, taught in the excavation and interpretation of a prehistoric site. P—Anthropology 151.

383, 384. Field Research in Cultural Anthropology. (4,4) Training in techniques for the study of foreign cultures, carried out in the field. P—Anthropology 151 or Anthropology 152.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. P—Permission of instructor.

390. Senior Seminar. (4) A review of the contemporary problems in the fields of archeology and physical and cultural anthropology. P—Senior standing or permission of instructor.

398, 399. Individual Study. (1,2,3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Art

Harry B. Titus Jr., Chair
Reynolds Professor Terisio Pignatti (Venice)
Professors Robert Knott, Margaret S. Smith
Associate Professors David L. Faber, Harry B. Titus Jr.
Assistant Professors Bernadine Barnes, Page H. Laughlin
Visiting Assistant Professor David Helm
Visiting Instructors David Finn, Margaret C. Gregory, Louise Lackey-Zachmann
Lecturer Brian Allen (London)
Assistant Lecturer Katie Scott (London)
Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, sculpture, and photography. A visiting artist program and varied exhibitions in the gallery of the Scales Fine Arts Center as well as internships in local cultural organizations supplement the regular academic program of the department.

The major in art requires forty credits. For an art history major, eight courses are to be in art history and two in studio art. For a studio art major, eight courses are to be in studio art and two in art history.

A minor in art requires five courses, including at least one course in art history and one course in studio art.

Any student interested in majoring or minoring in art should consult the chair of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Art History

103. Introduction to the Visual Arts. (4) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division I requirement.

231. American Art. (4) A survey of American painting and sculpture from the Colonial period through the Armory Show held in 1913 in New York.

233. American Architecture. (4) A survey of American architecture from 1650 to the present.

235. Art and Architecture of the South. (4) A survey of architecture, painting, and sculpture in the South from 1600 to the present.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

244. Greek Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (4) A survey of Etruscan and Roman architecture, painting, and sculpture.

251. Women and Art. (4) A historical examination of the changing image of women in art and the role of women artists.

252. Romanesque Art. (4) Art and architecture from the Carolingian Renaissance through the twelfth century.

253. The Gothic Cathedral. (4) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

254. Luxury Arts in the Middle Ages. (4) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course.

258. The History of Prints. (4) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention will be given to the function of prints in society. Student research will focus on prints in the University Print Collection.

267. Early Italian Renaissance Art. (4) An introduction to the painting, sculpture, and architecture of Italy from 1250 to 1500, with a concentration on the arts in fifteenth century Florence.

268. Italian High Renaissance and Mannerist Art. (4) A study of the arts in sixteenth century Italy, with emphasis on the achievement of Leonardo da Vinci, Raphael, Michelangelo, Giorgione, and Titian, and the dissolution of Renaissance idealism in the art of the early Mannerists.

270. Northern Renaissance Art. (4) A survey of painting, sculpture, graphic art, and patronage in Northern European art from 1300 to the death of Dürer in 1528.

271. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

272. Baroque Art. (4) A survey of European painting and sculpture from 1600 to 1700.

275. History of Landscape Architecture. (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.

281. Modern Art to 1900. (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.

282. Modern Art after 1900. (4) A survey of European and American painting and sculpture from 1900 to the present.

283. Impressionism. (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other forms.

284. Contemporary American Art. (4) An intensive study of American painting and sculpture from 1950 to the present.

288. Modern Architecture. (4) A survey of European and American architecture from 1900 to the present.

291. Individual Study. (4) A course of independent study with faculty guidance.

292. Individual Study. (4) A course of independent study with faculty guidance.

293. Practicum. (4) Internships in local cultural organizations, to be arranged by the art department. Pass/fail.

296. Art History Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. *Ancient Art*
b. Medieval Art
c. Renaissance Art
d. Baroque Art
e. Modern Art
f. Contemporary Art
g. American Art
h. Modern Architecture
i. American Architecture
j. Special Topics

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

Anthropology 321. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

Studio Art*

111. Introduction to Drawing and Design. (4) An introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Six class hours per week. Satisfies the Division I requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic medium. P—Art 111.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multi-media, with emphasis on contemporary concepts. P—Art 111.

117. Introduction to Printmaking. (4) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P—Art 111.

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week. P—Art 111.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.

218. Figure Drawing. (4) An introduction to figure drawing. P—Art 111.

221. Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.

222. Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.

225. Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.

227. Advanced Printmaking. (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.

295. Studio Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

**Prerequisites may be waived with permission of instructor.*

Asian Studies

Win-chiat Lee, Coordinator

The Asian Studies program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary and involves the cooperation and resources of several departments in the humanities and social sciences. Its objectives are to broaden the traditional curriculum with the infusion of a systematic knowledge and understanding of the cultures of Asia.

Anthropology

354. Peoples and Cultures of China. (4)

See the course listing under Anthropology for description and prerequisites.

Chinese Language and Literature

111, 112. Elementary Chinese. (5,5)

151,152. Intermediate Chinese. (5,5)

199. Individual Study. (2-4)

211. Wen-xue: Introduction to Literature Written in Chinese. (4)

See the course listings under East Asian Languages and Literatures for descriptions and prerequisites.

History

310. Seminar. (4)

341. History of Women in Modern Asia. (4)

343. Imperial China. (4)

344. Modern China. (4)

347. Japan Since World War II. (4)

348: Modern Japan. (4)

3461. Foreign Encounters with Japan. (4) Offered in Hiratsuka, Japan, Fall 1992.

See the course listings under History for descriptions and prerequisites.

Humanities

219. Introduction to Japanese Literature. (4)

221. Introduction to Chinese Literature. (4)

347. Women Writers in Japanese Culture. (4)

348. Chinese Revolutionary Literature to 1948. (2)

349. Chinese Liberation Literature since 1948. (2)

350. Modern Chinese Literature. (4)

See the course listings under Humanities for descriptions and prerequisites.

Japanese Language and Literature

111, 112. Elementary Japanese. (5,5)

151, 152. Intermediate Japanese. (5,5)

199. Individual Study. (2-4)

211. Bungaku: Introduction to Literature Written in Modern Japanese. (4)

See the course listings under East Asian Languages and Literatures for descriptions and prerequisities.

Philosophy

253. The Main Streams of Chinese Philosophy. (4) (Also listed as Religion 380.) *See the course listing under Philosophy or Religion for description and prerequisite.*

Politics

246. Politics and Policies in South Asia. (4)

247. Islam and Politics. (4)

248. Government and Politics of China. (4)

249. Government and Politics of Japan. (4)

259. The Arab-Israeli Confrontation. (4)

260. East Asian International Relations. (4)

292. Seminar in Comparative Politics. (4)

See the course listings under Politics for descriptions and prerequisites.

Religion

161. World Religions. (2,2,2,2)

161 (a) Buddhism
161 (b) Primal Religion (Taoism and Native American)
161 (c) Hinduism
161 (d) Islam

380. The Main Streams of Chinese Philosophy and Religion. (4) (Also listed as Philosophy 253.)

361. Buddhism. (4)

See the course listings under Religion for descriptions and prerequisities.

Biology

Gerald W. Esch, Chair
Professors Ralph D. Amen, Ronald V. Dimock Jr., Gerald W. Esch, Herman E. Eure, Mordecai J. Jaffe, Raymond E. Kuhn, Peter D. Weigl, Raymond L. Wyatt
Associate Professors Nina Stromgren Allen, Carole L. Browne, Robert A. Browne, William E. Conner, Hugo C. Lane, Wayne L. Silver
Assistant Professors James F. Curran, Gloria K. Muday
Visiting Assistant Professors Kathleen A. Kron, Anne M. Moore
Adjunct Professors J. Whitfield Gibbons, Harold O. Goodman, Terry C. Hazen, Stephen H. Richardson
Adjunct Assistant Professors Margaret Mulvey, John M. Aho

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 112, 113, 114, in any order, and at least three 300-level 5-credit biology courses. Co-major requirements are Chemistry 111 and 116 and two additional courses in the physical sciences.

For students declaring majors in the spring, the requirements for a major are a minimum of forty-one credits in biology. A minimum grade average of C on all courses attempted in biology at Wake Forest University is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.)

A minor in biology requires twenty credits. Courses taken pass/fail cannot count toward a minor. A minimum overall grade average of C must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to select their first course in biology from among Biology 112, 113 and 114 (any order). Most prospective majors also should take Chemistry 111-116 as freshmen; the majority continue with Chemistry 221 and 222 (organic chemistry) as sophomores.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," they must complete a research project under the direction of a staff member and pass a comprehensive oral examination.

All 300-level courses have the 112-114 series as prerequisites. Any exceptions to this arrangement must be approved by the chair of the department.

111. Biological Principles. (5) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Course may count for major credit in biology, but is intended for students with little or no previous experience in biology. Lab—three hours.

112. Comparative Physiology. (5) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

114. Cellular and Molecular Biology. (5) An introduction to the principles and processes of cellular and molecular biology including molecular organization of cellular structures, energetics, metabolism, and regulation of cellular functions. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

301-305. Topics in Biology. (1-5) Seminar and/or lecture courses in selected topics, some involving laboratory instruction.

312. Genetics. (5) A study of principles of inheritance, population genetics, and the molecular mechanisms of gene activity. Laboratory work in the methods of genetic analysis with emphasis on compiling and presenting data. Lab—three hours. P—Biology 112-114.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution. P—Biology 112-114.

315. Biology of Stress. (4) A lecture course involving a study of the ways in which plants and animals react to and cope with abiotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A term paper is required, reviewing the literature in some area covered by the course. Credit not allowed for both Biology 315 and 316. P—Biology 112-114.

316. Biology of Stress. (5) A lecture and laboratory course involving a study of the ways in which plants and animals react to and cope with abiotic and biotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A laboratory project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 315 and 316. P—Biology 112-114.

320. Comparative Anatomy. (5) A study of chordate animals, with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab—four hours. P—Biology 112-114.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—Biology 112-114.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. (May count as biology or psychology but not both; choice to be made at registration.) P—Permission of instructor.

325. Plant Anatomy. (5) A study of comparative anatomy of the vascular plants, with emphasis on phylogeny. Lab—four hours. P—Biology 112-114.

326. Microbiology. (5) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Some immunological processes are considered. Lab—four hours. P—Biology 112-114.

328. Vascular Plants. (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab—four hours. P—Biology 112-114.

331. Invertebrates. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—Biology 112-114.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—Biology 112-114.

335. Insect Biology. (5) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—Biology 112-114.

338. Plant Taxonomy. (5) A study of the classification of seed plants, with emphasis on the comparative study of orders and families. Lab—four hours. P—Biology 112-114.

340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—Biology 112-114.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—Biology 112-114.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—Biology 112-114.

344. Evolutionary Theory. (4) Lectures, readings, and seminars on the scientific and philosophic implications of evolutionary theory, including: structure and content of evolutionary theory, role of chance in evolution, units-of-selection controversy, nature of populations, nature of species, nature of selection, adaptation, sociobiology, and the evolutionism/creationism debates. P—Biology 112-114.

345. Neurobiology. (4) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. P—Biology 112-114.

346. Neurobiology. (5) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—Permission of instructor.

350. Physiology. (5) A lecture/laboratory course dealing with the physiochemical functions common to multicellular organisms, with emphasis on the principles and processes of nutrition, metabolism, development, and behavior. Lab—three hours. P—Biology 112-114.

351. Animal Physiology. (5) A lecture and laboratory course which discusses and demonstrates the principles of bioelectricity and biomechanics. Regulatory principles and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates are covered. Lab—three hours. P—Biology 112-114.

352. Plant Physiology. (5) A study of the mechanisms by which various plant systems function, thematically structured around the plant life cycle. Lab—three hours. P—Biology 112-114.

354. Endocrinology. (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—Biology 112-114.

355. Developmental Physiology. (5) The application of the principles and postulates of molecular biology to the phenomenon of development in multicellular organisms with emphasis on the genetic and hormonal mechanisms of differentiation, totipotency, and morphogenesis. Lab—three hours. P—Biology 112-114.

359. Photobiology. (4) A lecture/seminar exploring photochemical mechanisms and ecological roles common to a variety of photoresponses in living organisms, including vision, bioluminescence, phototaxis, photosynthesis, photoperiodism, and photomorphogenesis. P—Biology 112-114.

360. Development. (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—Biology 112-114.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system. P—Biology 112-114.

363. Sensory Biology. (4) A lecture course involving a study of the nature of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A term paper is required reviewing the literature in some area covered by the course. Credit not allowed for both Biology 363 and 364. P—Biology 112-114.

364. Sensory Biology. (5) A lecture and laboratory course involving a study of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A laboratory project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 363 and 364. P—Biology 112-114.

365. Cell Motility. (5) A lecture and laboratory course exploring the movements in and of cells (for example: mitosis, cytoplasmic streaming, muscle contraction, nerve transport). Light and electron microscopic methods as well as biochemical and biophysical approaches to the study of cell motility will be discussed. Lab—three hours. P—Biology 112-114.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. (May count as either biology or anthropology but not both; choice to be made at registration.) P—Permission of instructor.

370. Biochemistry. (4) A lecture course introducing the principles of biochemistry with an emphasis on the relationship between structure and function. Included are surveys of essential biomolecules, their biosynthesis, and mode of action; techniques in the analysis of structure and function; enzyme kinetics; and macromolecular organization. P—Biology 112-114.

371. Biochemistry. (5) A lecture and laboratory course introducing the principles of biochemistry with an emphasis on the relationship between structure and function. Included are surveys of essential biomolecules, their biosynthesis, and mode of action; techniques in the analysis of structure and function; enzyme kinetics; and macromolecular organization. Lab—three hours. P—Biology 112-114.

372. Molecular Biology. (4) A lecture course that considers the role of biologically important molecules in membrane and intracellular regulation. Topics covered will include membrane receptors, transport processes, molecular models of hormonal regulation, and controls of gene expression. P—Biology 112-114.

373. Techniques in Electron Microscopy. (5) An introduction to the electron microscope as an experimental tool in biology. Includes instruction in common techniques used in the field and lecture on recognition and interpretation of cellular ultrastructure. Lab—three hours. P—Biology 112-114.

375. Optical Methods in Biological Sciences. (5) Methods in light and electron microscopy including specimen preparation, image generation and recording. Students will learn the basic techniques of photography (developing and printing), fixation and sectioning of specimens, and video-enhanced, computer-generated imaging as well as image and motion analysis. Lab—three hours. P—Biology 112-114.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—Biology 112-114.

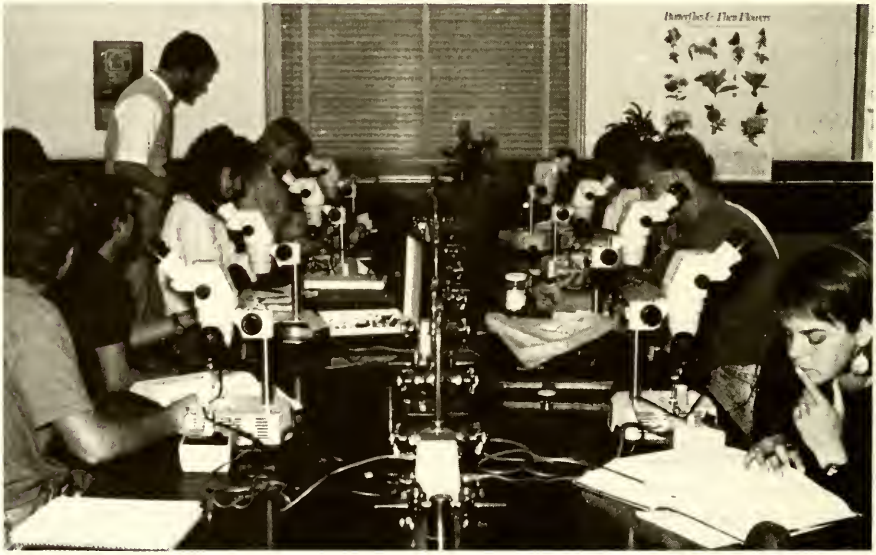
380. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. May count as biology or anthropology but not both; choice to be made at registration. A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, Mathematics 109, or Sociology 380.

382. Paleobiology. (5) Analysis of the fossil record, with emphasis on biological and evolutionary principles. Topics include fossilization, paleoecology, morphologic analysis, biogeography, macroevolution, diversification and extinction, systematics, and the role of chance in evolution. Lab/discussion—three hours. P—Biology 112-114.

385. Cellular Physiology. (5) In-depth examination of current topics in cell biology such as cellular signalling, the extracellular matrix, biogenesis of mitochondria and chloroplasts, control of cell division, protein sorting in the Golgi, protein translocation across membranes, and molecular motors. Lab—three hours. P—Biology 112-114.

388. Bioenergetics. (4) Lecture/seminar course dealing with the energetic principles and thermodynamic relations of living systems. Attention will be paid to the energetics of cells and organisms, as well as ecosystems. P—Biology 112-114.

391, 392. Research in Biology. (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/fail or for grade at discretion of the instructor. P—Permission of instructor.



RON MACKLIN

Biology lab

393, 394. Research in Biology. (2,2) Courses designed for students who wish to continue research projects beyond Biology 391 and 392. Pass/fail optional. Not to be counted toward major. P—Permission of instructor.

395. Philosophy of Biology and Medicine. (4) A lecture/seminar course dealing with the rational structure of biologic and biomedic sciences with major emphasis on the reductionistic, organismic, and telenomic paradigms of modern biology and medicine. The structure of selected biologic and biomedic theories will be included. P—Biology 112-114.

396. Biomedical Ethics. (4) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research, and current controversies in health care and medical practice. P—Biology 112-114.

397. Seminar in Biology. (2-4) Consideration of major biological topics through intensive reading and discussions. P—Biology 112-114.

Chemistry

Willie L. Hinze, Chair
Professors Phillip J. Hamrick Jr., Roger A. Hegstrom, Willie L. Hinze, Charles F. Jackels, Susan C. Jackels, Gordon A. Melson, Ronald E. Noftle
Associate Professors Huw M. L. Davies, Dilip K. Kondepudi, Mark E. Welker
Assistant Professors James C. Fishbein, N. Ganapathisubramanian, Bradley T. Jones, Abdessadek Lachgar
Visiting Assistant Professor Philip S. Hammond
Adjunct Professor Robert A. Heckman

The department offers programs leading to the BA and BS degrees in chemistry and is on the list of departments certified by the American Chemical Society.

The bachelor of arts degree in chemistry includes Chemistry 111, 116, 221, 222, 341, 342 or 344 and 361; Mathematics 111-112; and Physics 113, 114.

The bachelor of science degree in chemistry includes Chemistry 111, 116, 221, 222, 334, 341, 344, either 351 or 356/357, 361, 381, 382, 383, 391 or 392; Mathematics 111 and 112 and either 113 or 301; and Physics 113 and 114.

Additional mathematics and science courses are strongly recommended for BS degree candidates. The number and selection of these courses depends on the professional goals of the individual student. Examples of these courses are Mathematics 302 and 304; Physics 161 and 164; and Biology 370 and 371.

The department also offers a five-year BA/MS degree program. Students qualifying for the program may receive a tuition scholarship in the senior year. For information consult the department chair.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 334, 341, 342 or 344, 351, 356/357, 361, 362. The department will not accept courses taken pass/fail to count toward the minor.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only. Majors are also required to complete on a letter-grade basis the required physics and mathematics courses.

A minimum grade-point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

For the BS major, the following schedule of chemistry and related courses is typical:

Freshman	*Sophomore*	*Junior*	*Senior*
Chemistry 111, 116	Chemistry 221, 222	Chemistry 341, 342	Chemistry 334
Mathematics 111, 112	Physics 113, 114	Chemistry 383	Chemistry 361
		Chemistry 391 or 392	Chemistry
		Mathematics or	300-Level
		Science	Elective

For the BA major the following schedule of chemistry and related courses is typical:

Freshman	*Sophomore*	*Junior*	*Senior*
Chemistry 111, 116	Chemistry 221, 222	Chemistry 341, 342	Chemistry 361
Mathematics 111, 112	Physics 113, 114		

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

111. College Chemistry. (5) Fundamental chemical principles. Laboratory covers experimental aspects of basic concepts. Lab—three hours.

116. Equilibrium and Analysis. (5) Fundamental principles of equilibrium as applied to inorganic and generalized acid-base systems. Laboratory covers aspects of quantitative and inorganic qualitative analysis. Lab—three hours. P—Chemistry 111.

221, 222. Organic Chemistry. (5, 5) Principles and reactions of organic chemistry. Lab—four hours. P—Chemistry 116.

301, 302. Elective Research. (0,0) P—Permission of instructor. *Summers only.*

323. Organic Analysis. (4) The systematic identification of organic compounds. Lab—four hours. P—Chemistry 222.

334. Chemical Analysis. (5) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours. C—Chemistry 341.

341. Physical Chemistry I. (5) Fundamentals of equilibrium thermodynamics and electrochemistry, phenomenological kinetics, and introductory computational methods. Lab—four hours. P—Chemistry 116, Math 111, Physics 113-114. C—Math 112.

342. Physical Chemistry IIA. (5) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Math 111-112, Physics 113-114.

344. Physical Chemistry IIB. (5) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Math 111-112 and 301 (or 113), Physics 113-114.

351. Special Topics in Biochemistry. (4) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—Chemistry 222.

356, 357. Chemical Spectroscopy. (2,2) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis will vary. Seven-week courses. P—Chemistry 342 or 344, 361, or permission of instructor.

LEE RUNION

A chemistry student works on an experiment in the lab.

361. Inorganic Chemistry. (5) Principles and reactions of inorganic chemistry. Lab—four hours. P—Chemistry 342 or 344.

362. Inorganic Chemistry. (4) Continuation of principles of inorganic chemistry with practical applications to inorganic systems. P—Chemistry 361.

381, 382. Chemistry Seminar. (0,0) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

383. Chemical Literature. (1) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—Chemistry 222.

391, 392. Undergraduate Research. (2,2) Undergraduate research. Lab—eight hours.

Classical Languages

John L. Andronica, Chair
Professors John L. Andronica, Robert W. Ulery Jr.
Assistant Professors Mary L. B. Pendergraft, James T. Powell
Visiting Assistant Professor David W. Frauenfelder

The Department of Classical Languages offers three majors: Greek, Latin, and classical studies. Minors are offered in Greek, Latin, and classical studies.

A major in Greek requires forty credits in the department. Thirty-two of these credits must be in the Greek language. Classics 270 is also a requirement.

A minor in Greek requires twenty-five credits: Greek 111-112, 153, 211, and either 212 or 231; and Classics 270.

A major in Latin requires thirty-two credits in the department beyond Latin 153. Twenty-four of these credits must be in Latin courses. Classics 271 also is a requirement, and Classics 270 is recommended.

A minor in Latin requires three 200-level courses in Latin; Classics 271; and one additional course (three or four credits) in Greek or Latin or classics.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (*Ancient Art*), Classics 265 (*Greek Literature*), Classics 272 (*Latin Literature*), Classics 270 (*Greek Civilization*), and Classics 271 (*Roman Civilization*).

A maximum of sixteen credits may be taken in the following: Art 244 (*Greek Art*), 245 (*Roman Art*), 246 (*Greek and Roman Architecture*), 252 (*Romanesque Art*); History 215, 216 (*The Ancient World*); Philosophy 201 (*Ancient and Medieval Philosophy*), 230 (*Plato*), 231 (*Aristotle*); Politics 271 (*Plato, Aristotle, and Classical Political Philosophy*), 274 (*Noble Greeks and Romans*); Religion 311 (*Poetic Literature of the Hebrew Bible*), 314 (*Ancient Israel and Her Neighbors*), 363 (*Hellenistic Religions*); Hebrew 111, 112, 153, 211. Other courses may be allowed with the permission of the department.

A minor in classical studies requires five courses in addition to Latin or Greek 153: Classics 265, 272, and either 270 or 271; and two additional courses (8 credits) in Greek, Latin, classics, or other courses allowed by the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin or Greek is required. For additional information, members of the departmental faculty should be consulted.

Greek

111, 112. Elementary Greek. (5,5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and selected readings.

211. Plato. (4) Selections from the dialogues of Plato.

212. Homer. (4) Selections from the *Iliad* and the *Odyssey*.

221. Greek Readings. (2,3, or 4) A course designed to meet individual needs and interests.

231. The Greek New Testament. (4) Selections from the Greek New Testament.

241. Greek Tragedy. (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.

242. Greek Comedy. (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.

291, 292. Honors in Greek. (2,2) Directed research for honors paper.

Latin

111, 112. Elementary Latin. (4,4) Introduction to Latin grammar.

113. Intensive Elementary Latin. (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

153. Intermediate Latin. (5) Grammar review and selected readings.

211. Introduction to Latin Poetry. (4) Readings primarily from Virgil's *Aeneid*, with an introduction to literary criticism.

212. Introduction to Latin Prose. (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.

216. Roman Lyric Poetry. (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.

221. Roman Historians. (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.

225. Roman Epistolography. (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.

226. Roman Comedy. (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.

231. Roman Elegy. (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.

241. Roman Satire. (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.

243. Latin Readings. (2,3, or 4) A course designed to meet individual needs and interests.

250. Prose Composition. (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.

398, 399. The Teaching of Latin. (4,4) A reading course and workshop in problems of Latin pedagogy and the secondary Latin curriculum, designed to meet the needs and interests of selected students.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

261. Seminar in Poetry of the Republican Period. (3)

262. Seminar in Prose of the Republican Period. (3)

281. Seminar in Augustan and Later Poetry. (3)

282. Seminar in Augustan and Later Prose. (3)

291, 292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

151. Ethics in Greece and Rome. (2) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties,* with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is *not* required.

220. Greek and Latin in Current Use. (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabular-

ies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.

251. Classical Mythology. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context. A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3,4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

253. Greek Epic Poetry. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek language is *not* required.

254. Roman Epic Poetry. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Virgil, Ovid, and Lucan. A knowledge of the Latin language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading on those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading on the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

279. Studies in Roman Biography. (2,3, or 4) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is *not* required.

280. Topics in Greek History. (4) The course will examine three central events in Greek history: the Persian War (490-479 B.C.), the Peloponnesian War (431-404 B.C.), and the career of Alexander the Great (356-323 B.C.), through close study of the works of Herodotus and Thucydides and of the Alexander tradition. Particular attention will be devoted to literary form and historiographical method. A knowledge of the Greek language is *not* required.

285. Interdisciplinary Seminar in the Greco-Roman World. (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also offered by the Department of Religion as Religion 285. Course may be repeated for credit.

288. Individual Study. (2,3, or 4)

291, 292. Honors in Classical Studies. (2,2) Directed research for honors paper.

East Asian Languages and Literatures

Patrick Moran, Coordinator
Assistant Professors Janice Bardsley and Patrick Moran

Courses are offered in the Chinese and Japanese languages to meet the basic requirements in language. In addition, students may study abroad with Wake Forest programs in China and Japan.

Chinese

Chinese 111, 112. Elementary Chinese. (5,5) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

Chinese 151, 152. Intermediate Chinese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Chinese 112 or equivalent.

Chinese 199. Individual Study. (2-4) P—Permission of instructor.

Chinese 211. Wen-xue: Introduction to Literature Written in Chinese. (4) Readings in Chinese in prose and poetry. P—Chinese 152 or permission of instructor. Satisfies a Division I requirement.

Humanities 221. Introduction to Chinese Literature. (4)

Humanities 348. Chinese Revolutionary Literature to 1948. (2)

Humanities 349. Chinese Liberation Literature Since 1948. (2)

See the course listings under Humanities for descriptions and prerequisites of courses given in English.

Philosophy 253. Main Streams of Chinese Philosophy. (4) *See the course listing under Philosophy for description and prerequisites of courses given in English.*

Japanese

Japanese 111, 112. Elementary Japanese. (5,5) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

Japanese 151, 152. Intermediate Japanese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Japanese 112 or equivalent.

Japanese 199. Individual Study. (2-4) P—Permission of instructor.

Japanese 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4) Readings in Japanese in prose and poetry. P—Japanese 152 or permission of instructor. Satisfies a Division I requirement.

Humanities 219. Introduction to Japanese Literature. (4)

Humanities 347. Women Writers in Japanese Society. (4)

See the course listings under Humanities for descriptions and prerequisites of courses given in English.

Economics

J. Daniel Hammond, Chair
Reynolds Professor John H. Wood
Professors David G. Brown, Donald E. Frey, J. Daniel Hammond, John C. Moorhouse, J. Van Wagstaff
Associate Professors Claire Holton Hammond, Michael S. Lawlor, Perry L. Patterson
Adjunct Associate Professor Gary R. Albrecht
Assistant Professors Allin Cottrell, Robert M. Whaples
Instructor Paul F. Huck

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of thirty-six credits in economics, including Economics 150, 205, 206, 207, and 208. The remaining economics courses are selected by the student and his or her adviser. A minimum grade of C is required in Economics 150, 205, and 207, and an overall C average in economics courses. The student also must take and pass Mathematics 109 and either Mathematics 108 or 111.

The minor in economics consists of twenty-four credits, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

Economics majors with a grade average of at least 3.0 and 3.3 in economics may graduate with "Honors in Economics" by satisfying the research requirement of Economics 298. It is recommended but not required that Economics 297 be taken first.

The Department of Economics and the Department of Mathematics and Computer Science offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 208, 215, 218; Mathematics 111, 112, 113, 121, 251; and three additional courses chosen with the approval of the program advisers. Recommended courses are Economics 206, 212, 223, 231, 232, 235, 251, 252, and Mathematics 253, 311, 312, 348, 352, 353, 357, and 358. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics and Computer Science. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

For the BA in economics the following schedule is typical:

Freshman	*Sophomore*	*Junior**	*Senior*
Lower Division requirements	Economics 150 Mathematics 108 or 111 Mathematics 109	Economics 205, 206 Economics 207, 208	Four electives in economics

**It is expected that economics majors will complete the intermediate theory sequences in their junior year.*

For the BS in mathematical economics the following schedule is typical:

Freshman	*Sophomore*	*Junior*	*Senior*
Mathematics 111,112 Lower Division requirements	Economics 150 Mathematics 113, 121	Economics 205, 207 Economics 208, 215 Mathematics 251	Economics 218 Three electives in economics and/or mathematics

150. Introduction to Economics. (4) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

205. Intermediate Microeconomics I. (4) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—Economics 150.

206. Intermediate Microeconomics II. (4) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—Economics 205.

207. Intermediate Macroeconomics I. (4) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—Economics 150.

208. Intermediate Macroeconomics II. (4) Considers extensions of Keynesian theory, such as the post-Keynesians, and alternatives to Keynesian theory, such as monetarism, traditional classical, and new classical theories. More advanced tools of macroeconomic analysis may be introduced, for instance large forecasting models or dynamics. P—Economics 207.

212. Economic Forecasting. (4) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 150. C—Economics 207.

215. Introduction to Econometrics. (4) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 205, 207 and Mathematics 109 or 121.

218. Seminar in Mathematical Economics. (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Economics 205, 207 and Mathematics 111, 112.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 150. C—Economics 205.

222. Monetary Theory and Policy. (4) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—Economics 207.

223. Financial Markets. (4) A study of the functions, structure, and performance of financial markets. P—Economics 205, 207.

224. Law and Economics. (4) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—Economics 205.

225. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 205.

231. Economics of Industry. (4) Analysis of the link between market structure and market performance in U.S. industries from theoretical and empirical viewpoints. Examines the efficiency of different firm practices including mergers and cartels. Case studies include automobiles, steel, agriculture, computers, sports, and telecommunications. P—Economics 150. C—Economics 205.

232. Business and Government. (2,4) Analysis of the logic and effectiveness of various regulatory instruments used by government to affect the structure and performance

of industry. Principal topics include economic regulation of natural monopoly, antitrust policy, and deregulation in transportation and other industries. P—Economics 150. C—Economics 205.

235. Labor Theory. (4) A survey of neoclassical labor economics. Includes recent developments in the macroeconomics of the labor market, including expectations and wage inflation and the wage-productivity-price relationship. P—Economics 205, 207.

246. Urban Economics. (4) Application of economic theory to suburbanization, land values, urban decay and redevelopment, zoning, location decisions of firms and households, and metropolitan fiscal problems. P—Economics 205.

251. International Trade. (4) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—Economics 205.

252. International Finance. (4) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—Economics 205, 207.

253. Economics of Communism. (4) A theoretical and institutional examination of several non-capitalist economies, with special reference to the Soviet Union, the People's Republic of China, and Eastern Europe. P—Economics 150.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 150.

262. History of Economic Thought. (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 205, 207.

265. Economic Philosophers. (4) An in-depth study of the doctrines and influence of three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 205, 207.

271, 272. Selected Areas in Economics. (2,4; 2,4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—Economics 205, 207.

290. Individual Study. (2,4) Directed readings in a specialized area of economics. P—Permission of instructor.

297. Preparing for Economic Research. (2) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.

298. Economic Research. (4) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph O. Milner, Chair
Professors Patricia M. Cunningham, Thomas M. Elmore, John H. Litcher, Joseph O. Milner, Linda N. Nielsen, J. Don Reeves
Associate Professors Robert H. Evans, Leonard P. Roberge
Assistant Professors Leah P. McCoy, Mary Lynn B. Redmond, Loraine M. Stewart
Lecturers G. Dianne Mitchell, Marianne A. Schubert
Instructor Amanda C. Heinemann

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers and other professional school personnel. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students.

Prospective elementary, science, and social studies teachers earn certification in those broad areas and major in education. Prospective secondary teachers earn a professional minor in education and major in other departments. In addition to the professional program, the department provides elective courses open to all students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A Teacher's Certificate to graduates who have completed an approved program, including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the chair of the department or deputy.

Students who have graduated from an institution of higher education but have not completed an approved certification program may seek admission to the department in order to complete the Class A Certificate.

Admission Requirements. Application for admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department's certification officer, being interviewed, and being officially approved by the department. In addition, the North Carolina State Department of Public Instruction requires teacher education program applicants to successfully complete the General Knowledge and Communication Skills Sections of the National Teachers' Examination before being formally admitted. All candidates for admission must have a 2.5 GPA at the time of formal admission.

Program Area Goals. The goals and objectives for each certification area are available in the department's certification office.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary certification, the majority of the professional work is taken during

one semester of the senior year. Candidates for the elementary certificate may begin course work required for certification as early as the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of two field experience courses and the foundations of education course; (3) formal admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the department chair.

Exit Requirements. Students must maintain a 2.5 GPA while enrolled in the teacher education program, and complete the program with a minimum GPA of 2.5. The North Carolina State Department of Public Instruction requires candidates for professional certification to successfully complete the Professional Knowledge Section and the area exam of the NTE.

Teaching Area Requirements

Secondary Certificate

English—Thirty-six credits, including 287, 323, and 390 or its equivalent.

French—Certification in K-12 in French: Thirty-six credits, including French 216, 217, 219, 221, 223, 224, or their equivalents; at least eight credits in French literature beyond 217.

Spanish—Certification in K-12 in Spanish: Thirty-six credits, including Spanish 217, 218, 219, 221, 222, 223, 224, or their equivalents; at least eight credits from 230, 232, 233; at least four additional credits in literature.

German—Certification in K-12 in German: Thirty-seven credits, including German 153, 215, 216; at least twelve credits from German 217, 218, 219, 220, 221; at least twelve credits in German literature beyond 215 and 216.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 331; four credits from 311, 317, or 357; at least two additional 300-level courses. If the student does not elect 357, it is recommended that he/she take 109.

Music—Forty-eight credits, including Music 171, 172, 173, 174, 181, 182, 186, 187, 188; Education 280, 282, 284, 289, and 354.

Science—Certification in the individual fields of science: biology (forty-one credits), chemistry (thirty-five credits), or physics (thirty-seven credits). Certification in comprehensive science: ten credits each in biology, chemistry, and physics (all credits must be from the same courses required for majors in those fields); eight credits in mathematics (Mathematics 111,112); additional work in the area of concentration:

biology (ten credits), chemistry (ten credits), or physics (ten credits). *All* credits must be from the same courses required for majors in those fields.

Social Studies—Forty credits, including twenty-four credits in history, with course work in United States, European, and Third World history; sixteen credits with one course in economics, geography, politics, and anthropology or sociology.

Education courses required for a secondary certificate include Education 201, 202, 203, 311, 314, 354, 364, and 383. (Education 201, 202, 203 are replaced by 361, 362, 363 respectively for students with graduate or unclassified standing.) In addition to these requirements, students seeking K-12 certification in foreign languages must take Education 390 and 313. In addition, they will take either Education 250 or 364.

Elementary Certificate

A major in elementary education requires 48 credits in education including Education 201, 202, 203, 221, 222, 250, 271, 293, 294, 295, 296, 311, 313, and 383 and an academic concentration in English, mathematics, science, or social studies. Additional requirements for an Elementary Education Teaching Certificate include eight credits in language arts; eight credits in social studies; eight credits in science; four credits in mathematics; four credits in music or art; and six credits in health and sport science (including HSS 223).

Education Minor

A minor in professional education requires Education 201, 202, 203, 311, 314, 354, 364, 383, and is awarded only to students in the teacher education program.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.

203. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 202.

221. Children's Literature and Reading. (4) A survey of the types of literature appropriate for the elementary grades and an investigation of the basic problems in reading. P—Permission of instructor.

222. The Arts in the Elementary Grades. (2) The development of skills in music, movement, and fine arts, appropriate to the elementary grades. P—Permission of instructor.

223. Health and Physical Education for the Elementary Grades. (4) The development of physical education skills appropriate for the elementary grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.

231. Adolescent Literature. (4) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

250. Student Teaching: Elementary. (6) Supervised teaching experience in grades K-6. Pass/fail. P—Permission of instructor.

271. Geography: The Human Environment. (4) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization.

272. Geography Study Tour. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.*

273. Geography: The Natural Environment. (4) A systematic study of the major components of physical geography with special emphasis on climate and topography.

280. Orchestration. (4) A study of the orchestra and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years, spring semester of even years.* P—Music 174, 182.

281. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. *Politics and the Arts* and *Theory and Practice in Public Life* are representative topics.

282. Conducting. (4) A study of choral and instrumental conducting techniques, including practical experience with ensembles. *Offered spring semester of odd years.* P—Music 174 or permission of instructor.

284. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. Course may be repeated. P—Permission of instructor.

289. Ensemble Methods. (2) A practical study of choral and instrumental techniques. Discussion of tonal development, administration, bibliography, choral and instrumental repertoire, marching band, and instrumental problems. *Spring.* P—Music 101 or 102 or permission of instructor.

293. Elementary School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment. P—Permission of instructor.

294. Methods and Materials for Teaching Language Arts. (3) A survey of the basic materials, methods, and techniques of teaching language arts in the elementary grades. P—Permission of instructor.

295. Methods and Materials for Teaching Social Studies. (3) A survey of the basic materials, methods, and techniques of teaching social studies in the elementary grades. P—Permission of instructor.

296. Methods and Materials for Teaching Mathematics. (2) A survey of the basic materials, methods, and techniques of teaching mathematics in the elementary grades. P—Permission of instructor.

297. Trends and Issues in American Schools. (2) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

298. Methods and Materials for Teaching Science. (2) A survey of the basic materials, methods, and techniques of teaching science in the elementary grades. P—Permission of instructor.

301. Microcomputer and Audiovisual Literacy. (4) An introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

302. Production of Instructional Methods. (4) Methods of producing instructional materials and other technological techniques. P—Education 301.

303. History of Western Education. (4) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. Sociology of Education. (4) A study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.

306. Studies in the History and Philosophy of Education. (4) A study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

311. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P—Education 201 or permission of instructor.

313. Human Growth and Development. (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

314. The School and Teaching. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P—Education 201 and permission of instructor.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies.

351. Adolescent Psychology. (4) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

354. Methods and Materials. (4) Methods, materials, and techniques used in teaching the various subjects. P—Education 201 and permission of instructor.

361. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

362. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.

362. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 362.

364. Field Experience Three: Secondary/Student Teaching. (6) Supervised teaching experience in grades 6-12. Pass/fail. P—Permission of instructor.

383. Reading, Writing, and Computers in the Content Areas. (3) An introduction to using reading, writing, and computers to help students learn content-area information at all grade levels. Strategies for adjusting instruction and developing literacy for all students will be emphasized.

387. Tutoring Writing. (2) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. (Strongly recommended for those interested in working in the Writing Center as peer tutors.) A student may not receive credit for both Education 387 and English 287.

390. Methods and Materials for Teaching Foreign Languages (K-6). (4) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6.

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (2,4) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

396. Education in Business and Industry. (4) Educational concepts applied to programs in education and training in business/industrial settings.

English

Barry G. Maine, Chair
Professors John A. Carter Jr., Nancy J. Cotton, Andrew V. Ettin,
Doyle R. Fosso, James S. Hans, W. Dillon Johnston,
Robert W. Lovett, Dolly A. McPherson, William M. Moss,
Robert N. Shorter, Edwin Graves Wilson
Associate Professors Mary K. DeShazer, Barry G. Maine,
Gillian R. Overing
Assistant Professors Anne Boyle, Bashir El-Beshti, Scott Klein,
Philip Kuberski, Elizabeth Petrino, Gale Sigal, Claudia N. Thomas
Visiting Assistant Professors David Cody, Helen Emmitt,
Christopher Metress, Mary Anne Nunn, Ellen R. Rosenberg, Henry Russell
Professor of Journalism Bynum G. Shaw
Lecturers Linda C. Brinson, Patricia A. Johansson
Poet-in-Residence Robert A. Hedin
Instructor Thomas McGohey

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and a major seminar, which must be taken no later than the spring semester of the junior year. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres.

A minor in English requires English 160 or 165 and English 170 or 175, plus five advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade-point average of 3.5 in the major and 3.0 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

11. Composition Review. (0) A tutorial in the essentials of standard usage and the basic principles of composition.

105. English Fundamentals. (2) Training in the fundamentals of written English. Admission by placement only; does not satisfy the basic composition requirement.

***110. English Composition.** (4) Training in expository writing; frequent essays based upon readings.

***112. English Composition and Literature.** (4) Training in expository writing based on the reading of literature. P—Permission of department.

160. Introduction to British Literature. (4) Eight to ten writers representing different periods and genres.

165. Studies in British Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

170. Introduction to American Literature. (4) Emphasis on a minimum of seven writers, including both prose and poetry.

175. Studies in American Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

210. Advanced Composition. (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Journalism Courses

270. Introduction to Journalism. (4) Survey of the fundamental principles of news-gathering and newswriting; study of news and news values, with some attention to representative newspapers.

272. Editing. (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on video display terminal. P—English 270.

276. Advanced Journalism. (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270.

278. History of Journalism. (4) A study of the development of American journalism and its English origins; detailed investigations of representative world newspapers.

**Either* 110 *or* 112 *is a prerequisite for all other courses in English unless the basic requirement is waived. Either course fulfills the basic requirement.*

284. The Essay. (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays.

298. Internship. (2) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Writing Courses

285. Poetry Workshop. (2) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (4) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

287. Tutoring Writing. (2) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

383, 384. Theory and Practice of Verse Writing. (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

300. Seminar in the Major. (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

301. Individual Authors. (2) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (2) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (4) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose.

310. The Medieval World. (4) Through the reading of primary texts, this course will examine theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance.

311. The Legend of Arthur. (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (4) The origin and development of poetic genres and lyric forms of Middle English.

315. Chaucer. (4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

320. British Drama to 1642. (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

325. Sixteenth-Century British Literature. (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene.*

327. Milton. (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost.*

328. Seventeenth-Century British Literature. (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

330. British Literature of the Eighteenth Century. (4) Representative poetry and prose, exclusive of the novel, 1700-1800, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.

335. Eighteenth-Century British Fiction. (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

336. Restoration and Eighteenth-Century British Drama. (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.

337. Studies in Eighteenth-Century British Literature. (4) Selected topics in eighteenth century literature. Consideration of texts and their cultural background.

340. Studies in Women and Literature. (4) A. The woman writer in society. B. Feminist critical approaches to literature.

350. British Romantic Poets. (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

353. Nineteenth-Century British Fiction. (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

354. Victorian Poetry. (4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.

360. Studies in Victorian Literature. (4) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.

362. Blake, Yeats, and Thomas. (4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.

364. Studies in Literary Criticism. (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.

365. Twentieth-Century British Fiction. (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.

366. James Joyce. (4) The major works by James Joyce, with an emphasis on *Ulysses.*

367. Twentieth-Century English Poetry. (4) A study of twentieth-century poets of the English language, exclusive of the U.S. Poets, will be read in relation to the literary and social history of the period.

368. Studies in Irish Literature. (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.

369. Modern Drama. (4) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

370. American Literature to 1820. (4) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.

372. American Romanticism. (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

375. American Drama. (4) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

376. American Poetry before 1900. (4) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet,

Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

377. American Jewish Literature. (4) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

378. Literature of the American South. (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

379. Literary Forms of the American Personal Narrative. (4) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.

380. American Fiction from 1865 to 1915. (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

381. Studies in Black American Literature. (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.

382. Modern American Fiction, 1915 to 1965. (4) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.

385. Twentieth-Century American Poetry. (4) Readings of modern American poetry in relation to the literary and social history of the period.

386. Directed Reading. (2-4) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

388. Honors in English. (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

390. The Structure of English. (4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

394. Contemporary Drama. (4) The course will consider experiments in form and substance in plays from *Godot* to the present. Readings will cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

German and Russian

Timothy F. Sellner, Chair
Professors Wilmer D. Sanders, Timothy F. Sellner, Larry E. West
Associate Professor William S. Hamilton
Assistant Professors Michael Gilbert, Kurt C. Shaw
Lecturers Christa G. Carollo, Perry L. Patterson

A major in German requires thirty-seven credits beyond German 112 or 113. These must include German 217 and should include 281 and 285. A minor in German requires five courses beyond German 153, one of which must be German 217.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarship and programs of study at Freiburg, Berlin, and Vienna, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the German House.

111, 112. Elementary German. (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (5) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

153. Intermediate German. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 112 or 113.

153x. Intermediate German. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/fail. *Offered in summer.* P—German 112 or 113.

215, 216. Introduction to German Literature. (4,4) The object of this course is to acquaint students with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.

217. Composition and Grammar Review. (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent.

218. Basic Conversation. (4) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—German 153 or equivalent.

219. Advanced Conversation. (4) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—German 218 or permission of instructor.

220. German Civilization I. (4) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—153 or equivalent.

221. German Civilization II. (4) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—153 or equivalent.

231. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-33, in historical context. (Also listed as History 318.)

240. Masterworks in Translation. (2) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor. Does not count toward a major or minor in German.

249. Old High German and Middle High German Literature. (4) The study of major writers and works from these two areas; emphasizes major writings of the chivalric period. P—German 215, 216, or equivalent.

250. Renaissance, Reformation, and Baroque German Literature. (4) A study of major writers and works from the post-chivalric period to approximately 1700. P—German 215, 216, or equivalent.

263. German Literature of the Nineteenth Century I. (4) Poetry, prose, drama, and critical works from approximately 1795 to 1848. P—German 215, 216, or equivalent.

264. German Literature of the Nineteenth Century II. (4) Readings from the beginnings of Poetic Realism to the advent of Naturalism. P—German 215, 216, or equivalent.

270. Individual Study. (1-4) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—German 215, 216, and permission of instructor.

281. Seminar: Twentieth Century German Literature. (4) Intensive study of representative works of major German writers, including literature of the post-war era. P—German 215, 216, or equivalent.

285. Seminar in Goethe and Schiller. (4) *Faust,* Part I and other major dramas by Goethe and Schiller. Parallel readings in other works by these authors. P—German 215, 216, or equivalent.

287, 288. Honors in German. (3,3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

Russian

A major requires thirty-two credits beyond 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires twenty credits beyond 153, four of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University and for programs of study in Moscow and Kiev, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the Russian House.

111, 112. Elementary Russian. (4,4) The essentials of Russian grammar, conversation drill, and reading of elementary texts. Lab required.

153. Intermediate Russian. (5) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Soviet press. Lab required. P—Russian 112 or equivalent.

215. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P—Russian 153 or equivalent.

216. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P—Russian 153 or equivalent.

217. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

218. Seminar in Twentieth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

221. Advanced Conversation and Composition. (4) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Soviet materials.

230. The Structure of Russian. (4) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is given to the study of roots and word formation. P—Permission of instructor required.

232. The History of the Russian Language. (4) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—Russian 221 and permission of instructor.

240. Seminar in Translation. (4) Advanced work in English-to-Russian and Russian-to-English translation. P—Russian 221 and permission of instructor.

242. Research on Language and Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—Russian 111 and permission of instructor. Limited enrollment.

250. Russian Culture and Civilization. (4) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. Taught in Russian. P—Russian 215 or 216.

270. Individual Study. (2-4) Study in language or literature beyond the 215-216 level. P—Russian 215 or higher.

Health and Sport Science

Paul M. Ribisl, Chair
Professors William L. Hottinger, W. Jack Rejeski, Paul M. Ribisl
Associate Professors Michael J. Berry, Leo Ellison, Stephen P. Messier
Assistant Professor Barbee Myers Oakes
Instructors Donald Bergey, Bobbi Goodnough, David Stroupe

The purpose of the Department of Health and Sport Science is to organize, administer, and supervise (1) *a health and sport science curriculum*; (2) *a required/elective health and sport science program* consisting of conditioning activities and lifetime sport activities; and (3) *an intramural sports program.*

Health and Sport Science Requirement

All students must complete Health and Sport Science 100 and 101. This requirement must be met before enrollment in additional health and sport science elective courses, and in any case by the end of the second year.

Courses in Basic Instruction and Elective Health and Sport Science

All the courses listed below are offered for one credit each.

100. *Lifestyle and Health.* A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.
101. *Exercise for Health.* A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.
112. *Sports Proficiency* (May be taken only one time.)
113. *Adaptive Physical Activity* (May be repeated one time for credit.)
114. *Weight Control*
115. *Physical Conditioning*
116. *Weight Training*
119. *Aerobic Dancing*
140. *Beginning Swimming*
141. *Intermediate/Advanced Swimming*
146. *Water Safety Instructor's Course* (P—Current emergency water safety or lifeguard training certification)
150. *Beginning Tennis*
151. *Intermediate Tennis*
152. *Advanced Tennis* (P—Health and Sport Science 151 or equivalent)
156. *Beginning Racquetball*
157. *Intermediate Racquetball*
160. *Beginning Golf*

161. *Intermediate Golf*
163. *Bowling*
170. *Volleyball*
179. *Beginning Horseback Riding* (P/F grade only)
180. *Intermediate/Advanced Horseback Riding* (P/F grade only. May be repeated once for credit.)
181. *Snow Skiing* (P/F grade only)
182. *Beginning Ice Figure Skating*
183. *Intermediate/Advanced Ice Figure Skating*
190. *Karate*

Courses for the Major

The department offers a program leading to the BS degree in health and sport science. A major requires forty-four credits and must include Health and Sport Science 209, 212, 230, 350, 351, 352, 353, 355, 360, and 370. A maximum of five 100-level activity courses can be counted toward the major, excluding the University requirement. A minimum grade-point average of 2.0 is required for graduation in courses that comprise a major in the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and sport science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Sport Science," a student must have a minimum grade-point average of 3.3 in the major and 3.0 in all course work and complete an honors research project which includes a written and an oral report. For additional information, students should consult the departmental chair.

Any student interested in majoring in health and sport science should consult the chair of the department as soon as possible after entering the University.

205. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

206. Lifeguard Training. (2) This course is designed to provide students with skills in first aid, cardiopulmonary resuscitation and lifeguard training that will qualify them to serve as nonsurf lifeguards.

207. Water Safety and Lifeguard Instructor. (2) This course is designed to certify students as water safety and lifeguard instructors. P—206 or permission of instructor.

208. Current Topics in Sports Psychology. (2) A survey of the field with an emphasis on current topics. Students may not receive credit for both 208 and 212.

209. Introduction to Health and Sport Science. (2) A survey course which includes a historical review of the development of health and sport science and the subdisciplines of biomechanics, exercise physiology, health psychology, and nutrition. The influence of a healthful lifestyle on health, well-being, and fitness are explored in relationship to growth and development, chronic disease, and aging.

212. Exercise and Health Psychology. (4) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to

wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—Psychology 151 or permission of instructor.

223. Health and Physical Education for the Elementary Grades. (4) The development of physical education skills appropriate for the elementary grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.

230. Advanced First Aid. (2) A course in advanced first aid and cardiopulmonary resuscitation. Red Cross Advanced First Aid and Community CPR certification offered.

241. Growth, Development, and Physical Activity. (2) An examination of the effect of physical activity on physical, intellectual, and social/psychological development.

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. (P/F grade only, open only to majors and minors.) P—Permission of instructor.

350. Human Physiology. (4) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 112 or permission of instructor.

351. Nutrition and Weight Control. (4) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—Health and Sport Science 353 or permission of instructor.

352. Human Gross Anatomy. (4) A lecture/laboratory course in which the structure and function of the human body are studied. Laboratories are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems.

353. Physiology of Exercise. (4) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, somatotype and body composition, sex-related differences, and environmental influences. P—Health and Sport Science 350 or permission of instructor.

354. Laboratory Techniques in Exercise Science. (4) A laboratory course which demonstrates the concepts of the physiological response to exercise. Weekly experiments on a variety of topics give students hands-on experience with data collection methods. Experimental results are analyzed and presented in written lab reports. P—Health and Sport Science 353.

355. Exercise Prescription. (4) A lecture/laboratory course which presents the scientific principles of safe and effective assessment and prescription of fitness programs. This course will prepare the student for the ACSM Health Fitness Instructor Certification.

362. Statistics in the Health Sciences. (4) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for the Macintosh computer. (A student receiving credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 380.)

365. Development and Management of Health Promotion and Fitness Programs. (4) This course surveys the principles involved in the development and management of various health promotion and fitness programs. Special attention is given to facility planning, staffing, marketing, budgeting, and client motivation.

370. Biomechanics of Human Movement. (4) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—Health and Sport Science 352 or permission of instructor.

375. Advanced Physiology of Exercise. (4) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise and metabolic consequences of exercise. P—Health and Sport Science 353 or permission of instructor.

382. Individual Study. (1-4) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. P—One of the following: 350, 352, 360, 365, 370.

SUSAN MULLALLY CLARK

The Scales Fine Arts center contains classrooms, theaters, as well as art and music studios.

Sports Medicine

201. Basic Athletic Training. (3) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

302. Advanced Athletic Training. (4) An in-depth analysis of preventive measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. P—Health and Sport Science 352.

History

J. Howell Smith, Chair
Worrell Professor of Anglo-American Studies James Ralph Scales
Reynolds Professor of History Paul D. Escott
Professors James P. Barefield, Richard C. Barnett, David W. Hadley, J. Edwin Hendricks, Thomas E. Mullen, Michael L. Sinclair, J. Howell Smith, Alan J. Williams, Richard L. Zuber
Associate Professors Michael L. Hughes, Sarah L. Watts
Assistant Professors Simone M. Caron, Kevin M. Doak, William K. Meyers, Anthony S. Parent Jr., Yuri Slezkine
Visiting Assistant Professor Christopher H. Owen
Lecturer Negley Boyd Harte (London)
Adjunct Professor of History William T. Alderson

The major in history consists of a minimum of thirty-six credits and must include History 310 or 288; seven to eight credits in European history; seven to eight credits chosen from among courses in Latin-American, Asian, or African history; and seven to eight credits in United States history.

Majors may include within the required thirty-six credits up to eight credits of advanced placement or comparable work and up to four credits of any combination of independent study and directed reading other than the credits earned in History 397.

A minor in history requires twenty-four credits. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade-point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the MA degree and two for the PhD degree.

101. Western Civilization to 1700. (4) A survey of ancient, medieval, and early modern history to 1700. (Credit cannot be received for both 101 and 103, or 102 and 104.)

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present. (Credit cannot be received for both 101 and 103, or 102 and 104.)

103. World Civilizations to 1500. (4) A survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. (Credit cannot be received for both 101 and 103, or 102 and 104.)

104. World Civilizations Since 1500. (4) A survey of the major civilizations of the world in the modern and contemporary periods. (Credit cannot be received for both 101 and 103, or 102 and 104.)

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

151, 152. The United States. (4,4) Political, social, economic, and intellectual aspects. 151: Before 1865; 152: After 1865. Students who take History 153 may not take either of these courses for credit.

153. The United States. (4) A topical survey combining 151 and 152. Not open to students who take either 151 or 152.

160. Freud. (4) An investigation of Freud's basic ideas in the context of his time.

162. History of Wake Forest University (2) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

211. Colloquium. (1-4)

215, 216. The Ancient World. (4,4) Critical focus on the Greeks in the fall and Romans in the spring.

2260. History of London. (2,4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

2263. Venetian Society and Culture. (4) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*

2280. Georgian and Victorian Society and Culture. (4) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

232. European Historical Novels. (2) The role of the historical past in selected works of fiction.

237, 2370. Churchill. (2,4) The life and times of Britain's World War II leader (1874-1965). *HST 2370 offered in London.*

287, 288. Honors in History. (4,4) 287: Seminar on problems of historical synthesis and interpretation; 288: Writing of a major paper and examination on a special field.

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also listed as Natural Sciences 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as Interdisciplinary Honors 252, Natural Sciences 302 and Philosphy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as Interdisciplinary Honors 253 and Natural Sciences 303.)

305. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Natural Sciences 352.)

306. The Early Middle Ages. (4) European history from the end of the Ancient World to the mid-twelfth century, stressing social and cultural developments.

307. The High Middle Ages Through the Renaissance. (4) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

313, 314. European Economic and Social History, 1300-1990. (4,4) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300-1750; 314: 1750-1990.

317. The French Revolution and Napoleonic Empire. (4) The revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

319. Germany to 1871. (4) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

320. Germany: Unification to Unification, 1871-1990. (4) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

321. France. (4) A history of France to the Revolution of 1789.

322. France. (4) A history of France from 1789 to present.

323, 324. England. (4,4) A political and social survey, with some attention to Continental movements. 323: To 1603; 324: 1603 to present.

325. Tudor and Early Stuart England. (4) A constitutional and social study of England from 1485 to 1641.

3260. The Industrial Revolution in England. (4) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

328. History of the English Common Law. (4) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.

331. Russia: Origins to 1917. (4) A political, social, economic, and cultural history of Russia.

332. History of the Soviet Union. (4) A political, social, economic, and cultural history of the Soviet Union since 1917.

333. European Diplomacy, 1848-1914. (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

334. Russia/USSR as Colonial Empire. (4) A history of the incorporation of various non-Russian peoples into the multinational entity that became the Soviet Union; an analysis of Russian and Soviet ethnic and colonial policies; and an examination of the collapse of the USSR in the 1990s.

335, 336. Italy. (4,4) Cultural, social and political history of Italy. 335: Medieval and Renaissance Italy; 336: Nineteenth and twentieth-century Italy.

339. India in the English Mind. (4) An exploration of the changing images of India, its people, and culture as reflected in English literature, especially Kipling, Forster, Kaye, and Paul Scott. The three major themes will be confrontation, accommodation, and nostalgia.

340. African American History. (4) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

341. History of Women in Modern Asia. (4) A survey of the political, economic, and cultural experiences of women in China, Taiwan, Japan, Vietnam, India, Pakistan, and Bangladesh from the mid-nineteenth century to the present.

342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

343. Imperial China. (4) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions.

344. Modern China. (4) A study of China from 1644 to the present.

345, 346. History and Civilization of South Asia. (4,4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life of the area.

3461. Foreign Encounters with Japan. (4) A colloquium on intercultural relations between Japan and the West. Focuses on the writings of Westerners residing in Japan in the late nineteenth century. *Offered in Hiratsuka, Japan (Tokai University).*

347. Japan Since World War II. (4) A survey of Japanese history since the American occupation, with emphasis on social and cultural developments. Topics include occupation reforms, re-industrialization, the rise of the LDP, "high growth economics," and citizen protest movements.

348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

350. Global Economic History. (4) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states.

351. American Society and Thought to 1830. (4) A non-political survey of American culture and lifestyles. Topics include religion, science, education, architecture, and immigration.

352. American Social History since 1830. (4) A topical survey of American social history from 1830 to 1990. Topics include immigration, ethnicity, gender, race, sexuality, labor, reform, poverty, and urban growth.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (2,4) National progress and problems during an era of rapid industrialization. The course may be divided into halves for two credits each: (a) the Gilded Age; (b) the Progressive Era.

359. The United States from Versailles through World War II. (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

360. The United States since World War II. (4) Trends and changes in the nation from World War II to the present.

361. Economic History of the United States. (4) The economic development of the United States from colonial beginnings to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4,4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the role of women in America from the colonial period to the present. Possible topics include moral reform, the frontier, political and social activism, the labor movement, health reform, and peace movements.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.

367, 368. North Carolina. (4,4) Selected phases of the development of North Carolina from the colonial period to the present. 367: To 1850; 368: Since 1850.

369. The American Military Experience. (4) A survey of the military ideas and activities of the American people and their armed forces, with emphasis on the relationship between war and society.

372. Introduction to African History. (4) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents will be stressed.

373. History of Mexico. (4) An examination of the history of Mexico from the colonial period to the present.

374. Protest and Rebellion in Latin America. (4) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.

375. Modern Latin America. (4) A survey of Latin American history since Independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.

376. Civil Rights and Black Consciousness Movements. (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as Religion 341.)

3760. Anglo-American Relations since 1940. (4) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*

377. American Diplomatic History. (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

381, 382. Preservation Practicum I, II. (4,4) Training in the techniques and skills of historical preservation. Emphasis will vary according to the specific site(s) involved. P—Permission of instructor.

397. Historical Writing Tutorial. (2) Individual supervision of historical writing to improve a project initiated in History 288 or History 310. P—Permission of instructor. (Does not count toward major or minor requirements.)

398. Individual Study. (1-4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

Robert N. Shorter, Coordinator
Reynolds Professor of American Studies Maya Angelou
Kenan Professor of Humanities Allen Mandelbaum
Associate Professor Robert L. Utley Jr.

121. Introduction to Women's Studies. (4) An interdisciplinary course, taught by faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include methods and goals of women's studies, feminist critical theory, and the place of women in culture and society.

Humanities courses 213-222 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as Hoffmann, Kafka, Dostoevsky, Dinesen, Ibsen, Pushkin, and Chekhov. Satisfies a Division I requirement.

216. Romance Literature. (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.

217. European Drama. (4) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.

218. Eastern European Literature. (4) Texts studied are by such authors as Tolstoy, Solzhenitsyn, Gogol, Andric, Milosz, and Szabó. Satisfies a Division I requirement.

219. Introduction to Japanese Literature. (4) Major works of poetry, drama and fiction from the classical and modern periods. Satisfies a Division I requirement.

221. Introduction to Chinese Literature. (4) Readings and discussions in fiction, drama and poetry from the traditional and modern periods. Satisfies a Division I requirement.

222. African and Caribbean Literature. (4) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. Satisfies a Division I requirement.

242. Research on Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative term paper follows the class trip. Students who have studied any Russian should enroll under Russian 242. Limited enrollment. P-Permission of instructor.

260. Problems of Structure. (2-4) An investigation into structures arising in the natural world and into structures created by human effort.

280. Reason and Revelation. (4) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.

282. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

283. Nature and History in Modern Moral and Social Life. (4) The subject as viewed through such representative writers as Spinoza, Flaubert, Pascal, Eckermann, Nietzsche,

and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

321. Seminar in Women's Studies. (4) Consideration of theoretical and methodological questions and research on current topics in women's studies.

339. King. (4) An in-depth investigation into the power of charismatic leadership as it affected the Civil Rights Movement, as well as a dramatic evaluation of the impact of music on the spirit of the Civil Rights Movement.

340. Race in the Southern Experience before Emancipation: Four Voices. (1,2) Selected writings of David Walker, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe. Pass/fail only. (Credit not given for Humanities 340 if the student has completed Humanities 341.)

341. Race, Politics, and Literature: Aspects of American Life from 1830 to 1930. (4) An examination of the evolution of significant ideas in American civilization. A careful reading of Frederick Douglass, Harriet Beecher Stowe, W. E. DuBois, Mark Twain, and others.

343. The Philosophy of Liberation in Literature. (4) The concept of freedom as found in the works of such writers as Frederick Douglass, Kobo Abe, Wole Soyinka, Germaine Greer, Paule Marshall, Franz Fanon, Garcia Lorca, and James Baldwin.

344. African Culture and Its Impact on the US. (1) A condensed version of Humanities 345, offered as a minicourse in the spring. Pass/fail only. (Credit not given for Humanities 344 if the student has completed Humanities 345.)

345. African Culture and Its Impact on the US. (4) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. The course will include an evaluation of American mores.

347. Women Writers in Japanese Culture. (4) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred.

348. Chinese Revolutionary Literature to 1948. (2) The dark side of traditional society that sparked revolution and civil war; forces that led to dissent and student movements.

349. Chinese Liberation Literature Since 1948. (2) The literary background of the democracy movement and the Tiananmen Square incident.

350. Modern Chinese Literature. (4) A study of representative prose and poetry of mainland China from the May 4, 1919 movement to the present, in their cultural, historical, and political context. The course will concentrate upon major writers (e.g., Lu Xun, Shen Congwen, Ding Ling, Mao Dun, Ba Jin, Ai Qing, Wang Meng, Wang Anyi, Bei Dao, Shu Ting) with some attention to significant lesser writers.

352. The Classical and Surreal Tradition. (4) A venture to define and differentiate classical and surreal modes of perception throughout history, their paradoxical

relationship to each other and to complementary styles, considered in philosophy, music, literature, and painting.

353. African and Caribbean Women Writers. (4) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.

355. Forms and Expressions of Love. (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Interdisciplinary Honors 249.)

356. Humanism, "Secular" and Religious. (4) Exploration of the nature of humanism through examination of similarities and differences among various forms. Types to be considered are: Classical (Platonic, Aristotelian, Stoic, and Epicurean); Christian; modern naturalistic; and Confucian.

359. Fathers and Daughters. (4) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

360. The Promise and Perils of the Nuclear Age. (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Interdisciplinary Honors 254.)

361. Dante I. (2) A study of the *Vita Nuova* as apprenticeship to the *Divina Commédia,* and of the first half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West.

362. Dante II. (2) A study of the second half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—Humanities 361 or permission of instructor.

380. Literature, Film, and Society. (4) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts will include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.

381. Solzhenitsyn: Witness, Survivor, and Critic. (4) A critical analysis of the political and literary development of Solzhenitsyn as seen in his major novels, poems, and plays.

382. Italian Cinema and Society. (4) A survey of some of Italy's greatest postwar films with special attention to issues and problems in Italian society as treated by major directors such as Fellini, De Sica, Rossellini, Antonioni, and Olmi.

383. Italian Fascism in Novels and Films. (4) An exploration of theories of fascism, with an emphasis on Italy between 1919 and 1944 as understood through novels and films.

384. Latin American Cinema. (4) Examination of major Latin American films as cinematographic art and as expressions of social and political issues. Directors include Luis Buñuel, Tomas Gutiérrez Alea, and Ruy Guerra.

385. Legends of Troy. (4) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

396. Individual Study. (2-4) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

397. Internships in Women's Studies. (2-4) Practicum opportunities for work and for research in conjunction with a local women's organization: Winston-Salem Family services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, etc. Pass/fail only.

Linguistics

Courses in linguistics are attached to the program in humanities for administrative purposes.

150. Introduction to Linguistics. (4) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use.

Interdisciplinary Honors

James P. Barefield, Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade-point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4,4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (4,4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

***233. Darwinism and the Modern World.** (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

***235. The Ideal Society.** (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

***236. The Force of Impressionism.** (4) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarme, James, Pound, Joyce, and Woolf.

***237. The Scientific Outlook.** (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities. (Also listed as Natural Sciences 351.)

***238. Romanticism.** (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

***239. Man and the Irrational.** (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

***240. Adventures in Self-Understanding.** (4) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

***241. The Tragic View.** (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theater, and film.

***242. The Comic View.** (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theater, and film.

***244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited

to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

***246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.

***247. The Mythic View.** (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

***248. The Ironic View.** (4) An investigation of the ironic view of life in literature, art, history, theater, and film.

***249. Forms and Expressions of Love.** (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Humanities 355.)

***250. Ethical Dilemmas in the Arts and Sciences.** (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.

***252. The Mechanistic View of Nature.** (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302, Natural Sciences 302, and Philosophy 242.)

***253. Revolutions in Modern Science.** (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303 and Natural Sciences 303.)

***254. The Promise and Perils of the Nuclear Age.** (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Humanities 360.)

***256. Modern Science and Human Values.** (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Natural Sciences 352.)

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

**One or more offered each year at the discretion of the Committee on Honors.*

Mathematics and Computer Science

Richard D. Carmichael, Chair
Reynolds Professor Robert J. Plemmons
Professors John V. Baxley, Richard D. Carmichael, Elmer K. Hayashi, Frederic T. Howard, Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May, W. Graham May, Wesley E. Snyder, Marcellus E. Waddill
Associate Professors Daniel Cañas, David J. John, Stan J. Thomas
Assistant Professors Edward E. Allen, James L. Norris III, Stephen B. Robinson, Todd C. Torgersen
Lecturer Gene T. Lucas
Instructors Eva M. Allen, Jule M. Connolly, David C. Wilson

A major in mathematics requires a minimum of forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least two additional 300-level courses of at least four credits each. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A major in computer science requires thirty-six credits in computer science and three courses in mathematics. The courses in computer science must include 173, 271, 275, 277, and 279. The required courses in mathematics are 117 plus two additional courses of at least four credits each numbered 108 or higher. Students considering graduate work in computer science should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four courses (sixteen credits) in computer science numbered higher than 171, Mathematics 117, and an additional four credits in mathematics other than Mathematics 105.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least four credits each numbered higher than Mathematics 108, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 121 and Mathematics 302 or for both Mathematics 303 and Mathematics 317.

A minimum GPA of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

A regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The Department of Mathematics and Computer Science and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 150, 205, 207, 208, 215, 218; and three additional courses chosen with the approval of

the program advisers. Recommended courses are Mathematics 253, 311, 312, 348, 353, 357, 358 and Economics 206, 212, 223, 231, 232, 235, 251, 252. Students selecting the joint major must receive permission from both the Department of Mathematics and Computer Science and the Department of Economics.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics, computer science, or the joint major. To be graduated with the designation "Honors in Mathematics," "Honors in Computer Science," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Computer Science," majors must have a minimum grade-point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics and/or computer science at other institutions to satisfy divisional requirements.

Computer Science*

171. Introduction to Computer Programming. (2) Lecture and laboratory. A first course in computer programming. Does not count toward computer science major or minor. Not available on pass/fail basis.

173. Fundamentals of Computer Science. (4) Lecture and laboratory. A course in structured programming, problem solving, and coding in a high level programming language. P—Computer Science 171 or equivalent.

175. File Processing Techniques with COBOL. (4) Lecture and laboratory. A study of file access and organization techniques for processing direct and sequential files using the COBOL language. P—Computer Science 171 or Computer Science 173.

271. Computer Software Organization. (4) Lecture and laboratory. A study of the ways information is stored and handled in a computer; an introduction to machine and assembly language. P—Computer Science 173 and Mathematics 117.

272. Computer Hardware Organization. (4) Lecture and laboratory. Basic computer architecture. Study and design of combinational logic circuits, arithmetic units, and memory devices. P—Computer Science 271.

275. Data Structures. (4) Lecture and laboratory. Data representation and manipulation. Includes the data types of list, string, tree, set, and graph. P—Computer Science 173 and Mathematics 117.

277. Programming Languages. (4) Lecture and laboratory. A study of the properties of programming languages including syntax, semantics, control structures, and run-time representations. P—Computer Science 173 and Mathematics 117.

279. Algorithm Design. (4) Lecture and laboratory. Techniques for designing and analyzing algorithms. Topics include sorting and searching, graph algorithms, geo-

**Other courses in which computing is used or taught extensively are Mathematics 355, Physics 130, and Physics 330.*

metric algorithms, pattern matching, and data compression techniques. P—Computer Science 173 and Mathematics 117.

301. Software Engineering. (4) The principles and methods for the specification, design, and validation of large software systems. Topics may include formal specification techniques, design techniques, programming methodology, program testing, proofs of program correctness, software reliability, and software management. P—Computer Science 275.

302. Operating Systems. (4) Lecture and laboratory. The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 271 and Computer Science 275.

310. Design of Central Processing Units. (4) Use of register-transfer notation, hardware programming languages, control sequencing, and microprogramming. P—Computer Science 272.

312. Fundamentals of Logic Systems. (4) A study of algebraic structures as related to logic systems, models for switching circuit behavior and the relation to hardware implementation. Topics include Boolean algebras, sequential machines, races, and hazards. P—Mathematics 117.

319. Digital Systems Architecture. (4) The unification of hardware, firmware, and software. Architectural descriptions, storage systems, paging and associative memories, I/O systems, stack machines, and parallelism. P—Computer Science 271.

323. Computer Graphics. (4) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—Computer Science 275 and Mathematics 121.

330. Computer Communications. (4) A study of the operation, design, and analytic modeling of computer communication and networking systems. P—Computer Science 271.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 171.

361. Selected Topics. (2,3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—Permission of instructor.

372. Compilers. (4) Lecture and laboratory. A study of techniques for compiling computer languages including scanning, parsing, translating, and generating code. P—Computer Science 271 and Computer Science 275.

374. Database Management Systems. (4) Lecture and laboratory. An introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—Computer Science 275.

379. Artificial Intelligence. (4) An introduction to problems in artificial intelligence. Techniques of representation and heuristic search in areas such as problem solving, pattern recognition, theorem proving, and information processing. P—Computer Science 279.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement. Not to be counted toward the minor in computer science.

391, 392. Senior Research. (2,2) A two-semester directed course of study. By prearrangement.

Mathematics

105. Fundamentals of Algebra and Trigonometry. (2,3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

108. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 108 and 111. A student who might take additional calculus should not take Mathematics 108. Lab—two hours.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111, 112. Calculus with Analytic Geometry I, II. (5 or 4; 5 or 4) Calculus of functions of one variable; infinite series. Computer lab using BASIC. No student allowed credit for both 108 and 111.

113. Multivariable Calculus. (4) Vector and space curves. Differentiable functions; surfaces and max-min problems. Multiple integrals and Green's theorem. P—Mathematics 112.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra I. (4) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302.

165. Problem Solving Seminar. (1 or 2) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—Mathematics 121.

251. Ordinary Differential Equations. (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.

256. Statistical Methods. (4) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary.

301. Vector Analysis. (2) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department. P—Mathematics 112.

302. Matrix Algebra. (2) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department. Credit not allowed for both 121 and 302.

303. Complex Variables. (2) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—Mathematics 112.

304. Applied Partial Differential Equations. (2) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—Mathematics 251.

311, 312. Advanced Calculus I, II. (4,4) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorems. P—Mathematics 113.

317. Complex Analysis I. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—Mathematics 113.

322. Modern Algebra II. (4) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—Mathematics 221.

324. Linear Algebra II. (4) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—Mathematics 121 and Mathematics 221.

326. Numerical Linear Algebra. (4) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations,

least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. P—Mathematics 112 and Mathematics 121.

331. Geometry. (4) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

334. Differential Geometry. (4) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—Mathematics 113.

345, 346. Elementary Theory of Numbers I, II. (4,4) Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348. Combinatorial Analysis. (4) Enumeration techniques, including generating functions, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem.

349. Constructive Combinatorics. (4) Algorithms for basic combinatorial structures such as permutations, integer partitions, product spaces, partially ordered sets, the Boolean algebra, extremal set theory, bijections, the Schensted correspondence, and involutions. P—Mathematics 348.

352. Partial Differential Equations. (4) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—Mathematics 113 and Mathematics 251.

353. Mathematical Models. (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. P—Mathematics 253.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 171.

357, 358. Mathematical Statistics I, II. (4,4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 113, or P—Permission of instructor.

361. Selected Topics. (2,3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.

Military Science

Lieutenant Colonel John P. Modica, Professor
Assistant Professors: Captain David P. Bumgarner, Captain Thomas B. Dalton III, Captain Charles Hands, Captain Frank M. Williamson
Instructors: Major Stephen J. Huebner, Sergeant Major Lewis L. Green, Master Sergeant Clifton Lowery

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve forces components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course is composed of four core courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a co-requisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets, and then only when beginning their sophomore year. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Basic Camp). The Advanced Course is composed of four core courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a co-requisite, and a six-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

112. Operations in Special Environments. (2) Planning and preparation for military operations in mountain, desert, jungle, and arctic environments; fundamentals of survival; mountaineering techniques.

116. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

117, 118. Leadership Laboratory. (0,0) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science core courses. Pass/fail only. C—Any other military science core course. P—Permission of the professor of military science, except when required as explained above.

121. Introduction to Army ROTC and the US Army. (2) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—Military Science 117 or 118, as appropriate.

122. War and the Military Profession. (2) An examination of the arguments for and against a moral basis for war, and a critical discussion of the military as a profession, its ethical requirements and dilemmas. Concludes with an examination of the fundamentals contributing to the development of a personal leadership style. P—Military Science 121 or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

123. Land Navigation and Terrain Analysis. (2) A study of the methods of land navigation and terrain analysis for military operations. P—Military Science 121 and 122 or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

124. Introduction to Tactics. (2) An introduction to planning, organizing and conducting military ground operations. Consideration of the principles of war and a comparative study of military power. P—Military Science 121, 122, and 123, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

225. Military Operations. (2) An in-depth study of the principles of combined arms operations. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science). C—Military Science 117.

226. Advanced Military Operations. (2) A continuation of Military Science 225 with an emphasis on the leadership aspect of combined arms operations. Specific preparation for the AROTC Advanced Camp. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225. C—Military Science 118.

227. Leadership and Management in the US Army I. (2) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 and 226. C—Military Science 117.

228. Leadership and Management in the US Army II. (2) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 through 227. C—Military Science 118.

229. American Military History. (4) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. P—Permission of the professor of military science. Credit not allowed for this course if credit has been earned for History 369.

Music

Susan Harden Borwick, Chair
Professor Susan Harden Borwick
Associate Professors Stewart Carter, Louis Goldstein, David B. Levy, Dan Locklair
Assistant Professors Peter Kairoff, Teresa Radomski
Part-time Assistant Professor Pamela Howland
Director of Instrumental Ensembles George Trautwein
Assistant Director of Instrumental Ensembles Martin Province
Director of Choral Ensembles Brian Gorelick
Part-time Instructors Patricia Dixon, Kathryn Levy

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music History 181, 182, six credits; ten credits of applied music; and four credits of ensemble, taken in four semesters) plus six semesters of Music Recitals 100 and twelve credits of elective courses in music, excluding ensembles. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during the freshman year and are required to audition during the second semester of their sophomore year before officially being admitted to the program.

Highly qualified majors may be invited by the music faculty to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must have a 3.0 overall GPA and a 3.5 GPA in courses in the major. In addition, the candidate must be nominated for this honor by a music faculty member and must complete one of the following requirements: (1) an honors-level research paper, (2) an analysis project, (3) an original composition, (4) a lecture-recital, (5) a solo recital, (6) a chamber-music recital, (7) a solo concert with ensemble, or (8) a conducting project. More complete information is available from the Department of Music.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of applied music (performance level in applied music must be equal to the level expected of majors at the time of the sophomore audition); six credits of music electives (excluding ensemble); and four semesters of Music Recitals 100. Each minor will be assigned an adviser in the music department and is encouraged to begin private lessons, Music 171, and Music 100 as early as possible.

Any student interested in majoring or minoring in music should consult the chair of the department as soon as possible after entering the University.

General Music

100. Recitals. (0) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements will be

established at the beginning of each semester.) Six semesters are required of music majors; four semesters are required of music minors. (P/F only)

101. Introduction to the Language of Music. (3,4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division I requirement. For students not majoring in music.

102. Language of Music I. (3,4) Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students who can read music. Not open to music majors. Satisfies the Division I requirement. P—Permission of instructor.

202. Language of Music II. (2) An in-depth study of selected major works. Not open to music majors. P—Music 101 or 102 or permission of instructor.

Music Theory

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major; analytical and compositional techniques. P—Music 104 or permission of instructor.

171. Music Theory I. (4) Music fundamentals: key signatures, scales, modes, intervals, triads, elements of music. Ear training, sight-singing, and rhythm skills. *Fall.*

172. Music Theory II. (4) Seventh chords, beginning part-writing, basic counterpoint, ear training, sight-singing, rhythm skills, keyboard harmony. *Spring.*. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythm skills, keyboard harmony. *Fall.* P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythm skills, keyboard harmony. *Spring.* P—Music 173.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. P—Music 174.

271. Eighteenth Century Counterpoint. (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and *Art of the Fugue* of J. S. Bach. Composition of invention, canon, and fugue. P—Music 174.

272. Analysis Seminar. (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—Music 174.

273. Composition. (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.

276. Current Practices. (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. P—Music 174.

280. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. (Also offered by the Department of Education as Education 280.) P—Music 174, 182, or permission of instructor.

Music History

181. Music History I. (3) History of music from the Greeks to 1750. Satisfies the Division I requirement. P—Permission of instructor.

182. Music History II. (3) History of music from 1750 to the present. Satisfies the Division I requirement. P—Permission of instructor.

203. History of Jazz. (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

204. Survey of Choral Music. (4) A historical overview of important genera (i.e., anthem, cantata, motet, mass, oratorio) with an emphasis on church music and liturgical function. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

205. Survey of Orchestral Music. (4) A historical overview of important orchestral repertoire (i.e., symphony, concerto, overture, symphonic poem). Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

206. Survey of Opera. (4) A study of the development of opera from 1600 to the present. Selected operas by European and American composers will be examined in class via record, score, and film. Class will attend opera performances when possible. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

207. Music in America. (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers. P—Music 101 or 102 or permission of instructor.

208. Women and Music. (4) A historical overview of women musicians in society. P—Music 101 or 102 or permission of instructor.

212. Music in the Church. (4) Function of church musicians and the relationship of their work to the church program. *Offered fall semester of odd years.* P—Permission of instructor.

215. Philosophy of Music. (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P—Music 174, 182, or permission of instructor.

220. Seminar in Medieval and Renaissance Music. (3,4) A study of music before 1600, its theory, notation, and performance practices. P—Music 174, 182, or permission of instructor.

221. Seminar in Baroque Music. (3,4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182, or permission of instructor.

222. Seminar in Eighteenth Century Music. (3,4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182, or permission of instructor.

223. Seminar in Nineteenth Century Music. (3,4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182, or permission of instructor.

224. Seminar in Twentieth Century Music. (3,4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182, or permission of instructor.

284. Music Literature Seminar. (3,4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. Also offered by the Department of Education as Education 284. Course may be repeated. P—Permission of instructor.

Music Education

Music 280, 282, 284, 289, and 354 also appear as Education 280, 282, 284, 289, and 354. These courses may be taken as Music or Education but not both.

186. String Instruments. (2) Fundamentals of playing and teaching all instruments of the string family. *Offered spring semester of odd years.*

187. Woodwind Instruments. (2) Fundamentals of playing and teaching all principal instruments of the woodwind family. *Offered fall semester of even years.*

188. Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion. *Offered spring semester of even years.*

280. Orchestration. (4) See page 147 for a course description.

282. Conducting. (4) See page 151 for a course description.

284. Music Literature Seminar. (3,4) See above for a course description.

289. Ensemble Methods. (2) A practical study of choral and instrumental training techniques. Discussion of tonal development, administration, bibliography, and choral and instrumental problems. Also offered by the Department of Education as Education 289. *Fall.* P—Music 101 or 102 or permission of instructor.

354. Methods and Materials of Teaching Music. (4) Methods, materials, and techniques used in the teaching and supervision of choral and instrumental music in the public schools, all grades. Also offered by the Department of Education as Education 354. *Spring.* P—Music 174, 182.

Honors and Individual Study

297. Senior Project. (1,2,3, or 4) A major project varying in format according to the student's area of concentration. By pre-arrangement.

298. Individual Study. (1,2,3, or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.

299. Honors in Music. (1,2,3, or 4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.

112. Collegium Musicum. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Madrigal Singers. A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.

115. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. Regular performances on and off campus, including an annual tour. P—Audition.

116. Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P—Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall.* P—Permission of instructor.

119. Symphonic Band. Study and performance of music for symphonic band. Regular performances on and off campus. *Spring.* P—Permission of instructor.

120. Chamber Ensemble. Study and performance of music composed specifically for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

a. percussion
b. wind/brass
c. string
d. mixed

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in applied music who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with applied study. An applied music fee is charged for all individual instruction. (See page 38 of this bulletin for specific information regarding the fee.)

161. Individual Instruction. (1) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

a. violin	*g. clarinet*	*m. baritone*	*v. voice*
b. viola	*h. bassoon*	*n. tuba*	*w. recorder*
c. cello	*i. saxophone*	*o. organ*	*x. viola da gamba*
d. bass	*j. trumpet*	*p. piano*	*y. harpsichord*
e. flute	*k. French horn*	*q. percussion*	
f. oboe	*l. trombone*	*r. guitar*	

261. Individual Instruction. (2,3, or 4) May be repeated for credit. P—Permission of instructor.

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—Music 165r.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. *Fall.*

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P—Music 165v or permission of instructor.

165w. Class Recorder. (1) Introduction to recorder techniques: breath control, articulation, F and C fingering systems. Emphasis on ensemble playing. Designed for beginning and intermediate recorder players. This course is intended to prepare students for Music 112, but is not a prerequisite.

167v. Theatrical Singing I: Class Voice. (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.) *Fall.*

168v. Theatrical Singing II: Class Voice. (1) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P—Music 167v or permission of instructor. (One hour per week.)

175v. Advanced Voice Class I. (1) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week.) P—Music 166v or permission of instructor.

176v. Advanced Voice Class II. (1) Further development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 175v or permission of instructor.

177v. Advanced Theatrical Singing I. (1) Development of advanced theatrical singing technique and performance of musical theatre repertoire. Limited to eight students. (Two hours per week.) P—Music 168v or permission of instructor.

178v. Advanced Theatrical Singing II. (1) Further development of advanced theatrical singing technique and performance of musical theatre repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 177v or permission of instructor.

190. Diction for Singers. (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

282. Conducting. (4) A study of conducting techniques; practical experience with ensembles. *Offered spring semester of odd years.* (Also offered by the Department of Education as Education 282.) P—Music 174 or permission of instructor.

Natural Sciences

Dudley Shapere, Reynolds Professor of Philosophy and History of Science

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also listed as History 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302, Interdisciplinary Honors 252, and Philosophy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303 and Interdisciplinary Honors 253.)

320. The Universe of Modern Science. (4) A survey of the contemporary scientific picture of the universe and its evolution, and of the major evidence for that picture.

351. The Scientific Outlook. (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities. (Also listed as Interdisciplinary Honors 237.)

352. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Interdisciplinary Honors 256.)

396. Individual Study. (1-4) Individual projects in the philosophy and history of science. By invitation only.

Philosophy

Gregory D. Pritchard, Chair
Worrell Professor Robert M. Helm
Professors Thomas K. Hearn Jr., Marcus B. Hester,
Charles M. Lewis, Gregory D. Pritchard
Associate Professors Ralph C. Kennedy III, Win-chiat Lee
Instructor Charles J. Kinlaw
Lecturer Hanna M. Hardgrave

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The thirty-six credits in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in logic (selected from Group II), three courses in the history of philosophy (one from each of Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires 20 credits in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to

complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply in the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade-point average of at least 3.0 and a grade-point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II in the fall and spring semesters, respectively, of their senior year. The credits earned in these two courses do not count toward the thirty-six credits required of all majors.

Group I - Introduction to Philosophy

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

Group II - Logic

121. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

221. Symbolic Logic. (4) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

Group III - Classical Ancient Philosophy

231. Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also offered as History 301 and Natural Sciences 301.)

232. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111.

331. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or permission of instructor.

332. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or permission of instructor.

Group IV - Classical Modern Philosophy

241. Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P—Philosophy 111.

242. The Mechanistic View of Nature.(4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also offered as History 302, Interdisciplinary Honors 252, and Natural Sciences 302.)

341. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or permission of instructor.

Group V - Other History

251. American Philosophy. (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C.S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111.

252. Contemporary Philosophy. (4) A study of the principal works of several representative twentieth-century philosophers. P—Philosophy 111.

253. Main Streams of Chinese Philosophy. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also offered as Religion 380.)

351. Early German Idealism. (4) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or permission of instructor.

352. Hegel, Kierkegaard, and Nietzsche. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or permission of instructor.

353. Heidegger. (4) An examination of the structure and development of Heidegger's philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or permission of instructor.

354. Wittgenstein. (4) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or permission of instructor.

Group VI - Topics in Philosophy

161. Medical Ethics. (4) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truthtelling, confidentiality, abortion, and the allocation of scarce medical resources.

162. Applied Ethics. (4) A critical analysis of contemporary moral issues, including capital punishment, minority rights and their protection, civil disobedience, euthanasia, family relationships, and sexual conduct.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111.

262. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111.

361. Topics in Ethics. (4) P—One 200-level course in philosophy or permission of instructor.

362. Social and Political Philosophy. (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or permission of instructor.

171. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

371. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or permission of instructor.

372. Philosophy of Religion. (4) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or permission of instructor.

373. Philosophy of Science. (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of instructor.

374. Philosophy of Mind. (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—One 200-level course in philosophy or permission of instructor.

381. Topics in Epistemology. (4) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or permission of instructor.

382. Topics in Metaphysics. (4) P—One 200-level course in philosophy or permission of instructor.

Group VII - Honors and Independent Study

391. Honors I. (2) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

392. Honors II. (2) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—Philosophy 391.

395. Independent Study. (2-4)

Physics

Howard W. Shields, Chair
Reynolds Professor Richard T. Williams
Professors Robert W. Brehme, George M. Holzwarth, William C. Kerr, George Eric Matthews, Howard W. Shields, George P. Williams Jr.
Associate Professor Natalie A. W. Holzwarth
Assistant Professor Paul R. Anderson
Adjunct Professor George B. Cvijanovich
Adjunct Associate Professor C. Anne Wallen
Adjunct Assistant Professor Peter Santago

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The BA degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines. The BS degree is designed to prepare students for careers in physics, perhaps beginning with graduate study.

The bachelor of arts degree in physics requires thirty-seven credits in physics and must include courses 141, 161, 164, 341, 343, and 345, and two from 230, 351, 352, and 354. The bachelor of science degree in physics requires forty-six credits in physics and must include courses 311, 341, 342, 343, 344, 345, and 346. In special cases the department may allow substitutions. For either degree, two courses in chemistry or the equivalent and Mathematics 251 are required; Mathematics 301, 302, 303, and 304 are recommended.

A typical schedule for the first two years:

Freshman	*Sophomore*
Basic and divisional requirements	Basic and divisional requirements
Physics 113, 114	Physics 141, 161, 164
Mathematics 111, 112	Mathematics 251, 301, 302
Foreign Language	

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five year BA/MS program. This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program. A candidate for the 3-2 engineering program would also complete three years of the physics major BS program prior to transfer. (Consult the chair for additional information on these five-year programs.)

A minor in physics requires twenty-four credits including Physics 113, 114, 161, 164, 341, and 230. Students interested in the minor should so advise the instructor of the second-year course.

If physics is not taken in the freshman year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in general physics without special permission of the department.

Physics courses satisfying Division II requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must complete satisfactorily Physics 381 and pass a comprehensive written examination.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

109. Astronomy. (5) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

110. Introductory Physics. (5) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for pre-medical, mathematics or science students. Credit not allowed for both 110 and 113. Lab—two hours.

113, 114. General Physics. (5,5) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and pre-medical students. C—Mathematics 111 or equivalent. P—113 is prerequisite for 114. Lab—two hours.

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 113 and Mathematics 111.

161. Applied Mechanics. (5) The fundamental principles of mechanics. Lab—three hours. P—Physics 113 and Mathematics 111 or equivalent.

164. Introductory Electricity. (1) Introduction to electronics instrumentation, DC and AC circuits, operational amplifiers, and transistors. A two-hour laboratory.

230. Electronics. (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—Physics 164 or equivalent.

301, 302. Physics Seminar. (0,0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

311. Mechanics. (4) A junior/senior level treatment of analytic classical mechanics. P—Physics 161 and Mathematics 251.

320. The Physics of Macromolecules. (4) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—Physics 351 or Chemistry 341 or Biology 371.

330. Data Acquisition and Analysis. (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.

341, 342. Electricity and Magnetism. (4,4) First semester: electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations. Second semester: applications of Maxwell's equations to radiation, reflection, refraction, dispersion, polarization, transmission lines, plasmas, relativistic 4-vector formalism. P—Physics 114, Mathematics 251; 341 is prerequisite to 342.

343, 344. Quantum Physics. (4,4) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—Physics 141 and Mathematics 251.

SUSAN MULLALLY CLARK

The Olin Physical Laboratory contains an enlarged laser physics lab.

345, 346. Advanced Physics Laboratory. (1,1) The laboratory associated with Physics 343, 344. Lab—three hours.

351. Thermodynamics and Statistical Mechanics. (4) Introduction to classical and statistical thermodynamics and distribution functions.

352. Physical Optics and Optical Design. (5) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

354. Introduction to Solid State Physics. (4) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—Physics 343.

381, 382. Research. (2-4, 2-4) Library, conference, computation and laboratory work performed on an individual basis.

Politics

Jack D. Fleer, Chair
Professors David B. Broyles, Jack D. Fleer,
Donald O. Schoonmaker, Richard D. Sears
Associate Professors Katy J. Harriger, Charles H. Kennedy, Kathleen B. Smith
Assistant Professors Brian F. Crisp, Wei-chin Lee, David P. Weinstein
Visiting Professor Jerry Pubantz
Visiting Assistant Professor James Willson-Quayle

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits, at least half of which must be completed at Wake Forest University. The courses must include the following: (a) a first course selected from Politics 113, 114, 115, or 116; (b) any non-seminar course in each of the four fields of the discipline except Politics 284, 285, 287, 288, 289; (c) one seminar in politics (usually a student takes no more than one seminar in each field and no more than three seminars overall). No more than four credits for any one or any combination of the following courses may be counted toward the thirty-six credits required for the major: Politics 287, 288, and 289. A minimum grade average of C on all courses attempted in politics is required for graduation. Majors should consult with their advisers concerning additional regulations.

Highly qualified majors are invited by the department to apply for admission to the honors program in politics. To be graduated with the designation "Honors in Politics," one must successfully complete Politics 284 and 285. Politics 284 and 285 must

be taken as additional courses beyond the thirty-six credits ordinarily required. For additional information members of the departmental faculty should be consulted.

The minor in politics consists of twenty credits, including Politics 113 but excluding individual study and seminar courses. No more than eight credits may be from among the following courses: Politics 113, 114, 115, or 116. Sixteen of the credits must be taken at Wake Forest and any transfer courses must be approved by the chair. None of the courses may be taken pass/fail.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, 115, or 116. Students who are not majors in politics may take upper level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

210. Major Topics in Public Policy. (2,3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics which surround them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

211. Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administration emphasizing policymaking in government agencies.

215. Democracy and Public Policymaking. (4) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. P—Permission of instructor.

217. Politics and the Mass Media. (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

218. Congress and Policymaking. (4) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

219. Fundamentals of Public Policy Analysis. (4) Fundamentals of public policy analysis with emphasis on techniques of decision-making such as cost benefit analysis and utility analysis. Each student will participate in a major collective research project centered on a local issue.

220. The American Presidency. (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

222. Urban Problems and Politics. (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.

223. Blacks in American Politics. (4) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.

225. American Constitutional Law: Separation of Powers and the Federal System. (4) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations. Not open to freshmen.

226. American Constitutional Law: Civil Liberties. (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to freshmen.

227. Politics, Law, and Courts. (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

229. Women and Politics. (4) The course will examine classical and contemporary arguments regarding the participation of women in politics as well as current policy issues and changes in women's political participation.

Comparative Politics

114. Comparative Government and Politics. (4) A survey of political processes and principles as applied to traditional, developing, and mature states.

231. Western European Politics. (4) Analysis of the political systems of Great Britain, France, and Italy, focusing primarily on the problems of stable democracy.

232. Government and Politics in the Russian Empire, the Soviet Union, and the Transitional Period. (4) Analysis of the political, economic, and social trends of the region with an emphasis on state building and economic development.

233. The Politics of Modern Germany. (4) A study of the historical legacy, the political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

236. Government and Politics in Latin America. (4) Comparative analysis of the institutions and processes of politics in the Latin American region.

237. Comparative Public Policy in Selected Industrialized Democracies. (4) An investigation of the public policy choices involving such matters as health, education, and income maintenance plans in selected Western European countries. The origins,

development, trends of the "welfare state" will be examined in Great Britain, West Germany, and Sweden.

238. Comparative Economic Development and Political Change. (4) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of what we now recognize as industrialized democracies, evolving Communist systems and command economies, and "Third World" countries.

242. Problems in Comparative Politics. (4) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (2,3, or 4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists, such as Alexander Solzhenitsyn, Heinrich Böll, Robert Penn Warren, George Orwell, and Gabriel Garcia Marquez.

246. Politics and Policies in South Asia. (4) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

247. Islam and Politics. (4) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main foci. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others.

248. Government and Politics of China. (4) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

249. Government and Politics of Japan. (4) A survey of the political institutions and processes in Japan. Attention also is given to the relationship between politics and economics.

International Politics

116. International Politics. (4) A survey of the forces which shape relations among states and some of the major problems of contemporary international politics.

250. Global Crises. (4) An introductory survey of the major current issues in international affairs. Students learn how to effectively read and criticize materials and present critiques in oral and written fashion.

252. Problems in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

253. The Politics of International Economic Relations. (4) A study of the emergence of international economic transactions, including trade, monetary affairs, investment, and multinational corporations, as a central aspect of world politics.

254. American Foreign Policy: Contemporary Problems. (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

256. Nuclear Weapons and National Security. (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives will be considered and special attention will be given to contemporary debates over the possession and control of nuclear weapons.

258. U.S. National Security Policymaking. (4) A critical analysis of how U.S. national security policy is made with particular emphasis on the period 1960 to present.

259. The Arab-Israeli Confrontation. (4) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.

260. East Asian International Relations. (4) An analytical survey of the bilateral and multilateral political relations of the East Asian states, with particular emphasis on the security relations and economic interactions.

267. America in Vietnam: Myth and Reality. (4) An analysis of American policy towards Vietnam with special emphasis on the period of 1954-75. The focus will be on the relationship between American policies and the problems posed by Vietnamese and American cultures.

Political Philosophy

115. Political Philosophy. (4) A survey of major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.

270. Topics in Political Theory. (4) An intensive study of one or more major topics in political theory.

271. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

273. Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of and alternatives to existing political societies, with special attention to such problems as utopianism and alienation. Representative writers are Marx and Nietzsche.

274. Noble Greeks and Romans. (4) The good man and the good citizen as comprehended in classical political philosophy. Representative writers are Aristotle, Plutarch, Aquinas, Shakespeare.

275. American Political Philosophy. (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, modern political scientists, and radical critics.

278. Modern Political Philosophy. (4) Political thought in the period from Machiavelli to the present, including such topics as democracy, equality, liberty, radical theories, and/or the rise of "scientific" political theory. Representative writers include Hobbes, Locke, Rousseau, Kant, Marx and Heidegger.

279. Contemporary Political Theory. (4) An examination of representative twentieth century political thinkers such as Arendt, Dewey, Foucault, Rawls, and Weber.

Honors and Individual Study

284. Honors Study. (3) Directed study and research in preparation for a major paper on a subject of special interest to the student. Taken in the fall semester of the senior year by all candidates for departmental honors.

285. Honors Study. (2) Directed study toward completion of the project begun in Politics 284 and to the writing and defense of an honors paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 284.

287. Individual Study. (2,3, or 4) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

288. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

289. Internship in Politics. (2,3, or 4) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield will have been taken prior to the internship. P—Permission of instructor.

Seminars

291. Seminar in American Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

292. Seminar in Comparative Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

293. Seminar in International Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

294. Seminar in Political Philosophy. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

John E. Williams, Chair
Professors Robert C. Beck, Deborah L. Best, Robert H. Dufort, Mark R. Leary, Charles L. Richman, John E. Williams
Associate Professors David W. Catron, Philippe R. Falkenberg, David Allen Hills, Cecilia H. Solano
Assistant Professors Terry D. Blumenthal, Dale Dagenbach
Visiting Assistant Professors Sarah S. Catron, Kelly B. Kyes, Catherine E. Seta
Adjunct Professor W. Jack Rejeski Jr.
Adjunct Associate Professors C. Drew Edwards, Jay R. Kaplan, Frank B. Wood
Adjunct Assistant Professors Phillip G. Batten, Marianne A. Schubert, Carol A. Shively
Adjunct Instructor Randall C. Kyes

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 357, 358, and 367.

It is recommended that students who are considering psychology as a major take Psychology 151 in their freshman year and Psychology 211 no later than the fall of their junior year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete at least one course from each of the following groups: 320, 326, 329, 331, and 333; 341, 351, 355, and 362. No more than 48 psychology credits may be counted toward the graduation requirements of 144 credits.

The minor in psychology requires twenty credits in psychology, distributed as follows: 151 (4 credits); 211 (5 credits); at least one of the following courses: 320, 326, 329, 331, 333 (4 credits each); and seven additional credits in courses numbered 200 or above.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted.

100. Learning to Learn. (2,3, or 4) A workshop designed primarily for first and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third and fourth-year students by permission of the instructor only. No prerequisites. Pass/fail only.

102. Exploration of Career Planning. (2,3, or 4) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. Research Methods in Psychology. (5, 5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151 and permission of instructor.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—Psychology 151.

255. Personality. (4) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—Psychology 151.

260. Social Psychology. (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.

265. Human Sexuality. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.

268. Psychology of Business and Industry. (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.

270. Topics in Psychology. (1,2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.

270E Emotion
270H Intelligence
270J Memory
270N Liking and Loving Relationships
270P Animal Flying Behavior
270Q Psychopharmacology
270R The Human Factor: Designing Your Own World
270S Primate Cognition
270T Psychological Impact of Racism
270U The Self and Social Behavior
270W Problem Solving and Decision Making
270X Psychobiology

280. Directed Study. (1-4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P—Two psychology courses beyond 151 or permission of instructor.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 211 or permission of instructor.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be made at registration. P—Psychology or biology major or permission of instructor.

326. Learning Theory and Research. (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 211.

331. Cognition. (4) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—Psychology 211.

333. Motivation of Behavior. (4) Survey of basic motivational concepts and related evidence. P—Psychology 211.

335. Fundamentals of Human Motivation. (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.

341. Research in Child Development. (4) Methodological issues and selected research in child development. Research projects required. P—Psychology 211.

344. Abnormal Psychology. (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—Psychology 151.

346. Psychological Disorders of Childhood. (4) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—Psychology 245 or 344 or permission of instructor.

351. Personality Research. (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 211.

355. Research in Social Psychology. (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 211.

357. Cross-Cultural Psychology. (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.

358. Psychology of Woman. (4) Intensive study of the behavior of women and its personal application, including consideration of biological, social, and motivational factors. P—Psychology 151.

362. Psychological Tests and Measurements. (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P—Psychology 211.

363. Survey of Clinical Psychology. (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.

367. Effectiveness in Parent/Child Relations. (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—Psychology 151.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.

LEE RUNION

Religion

Fred L. Horton Jr., Chair and Albritton Professor
Easley Professor Ralph C. Wood Jr.
University Professor James A. Martin
Wake Forest Professor Charles H. Talbert
Professor John E. Collins
Associate Professor Stephen B. Boyd
Adjunct Associate Professor Thomas E. Dougherty Jr.
Assistant Professors Kenneth G. Hoglund, Judith W. Kay, Alton B. Pollard III, Ulrike Wiethaus
Visiting Assistant Professor Philip LeMasters
Visiting Lecturer Thomas P. Liebschutz

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the field of religion.

A course in religion is required for all degrees. Any four credits at the 100-level offered by the department is accepted to meet the Division III requirement.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

A minor in religion requires twenty credits, eight of which must be above the 100-level. The required courses may include one pass/fail course if the course is offered on the pass/fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-seminary students are advised to include in their program of study, in addition to courses in religion, courses in psychology, history, public speaking, and at least two languages (Hebrew, Greek, Latin, German, or French).

Highly qualified majors are invited by the department to apply for admission to the honors program in religion. To graduate with the designation, "Honors in Religion," a student must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements, the candidate may graduate with "Honors in Religion." For additional information, consult any member of the departmental faculty.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

112. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

120. Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments.

131. Basic Christian Ethics. (4) A study of prominent themes, figures, and issues in Christian ethics, with attention to selected contemporary problems.

151. Religion and Society. (4) A study of religion as a social phenomenon and its relationship to the structures of society — political, economic, and others, with special focus on the contemporary United States. (Same as Sociology 301.)

161. World Religions. (2,2,2,2) An introductory study of major religious traditions with an emphasis on the fundamental teachings of selected sacred texts.

161 (a) Buddhism
161 (b) Primal Religion (Taoism and Native American)
161 (c) Hinduism
161 (d) Islam

164. The Formation of the Christian Tradition. (4) A survey of the history of the Christian church from its origins to the Reformation.

165. History of Christianity in Modern Times. (4) A survey of the history of the Christian church from the Reformation to the present.

166. American Religious Life. (4) A study of the history, organization, worship and beliefs of American religious bodies, with particular attention to cultural factors.

171, 172. Meaning and Value in Western Thought. (4,4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. Either Religion 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice made at registration.

173. Basic Christian Beliefs. (4) An introduction to the language of Christian faith, its central images and doctrines, its root narratives and practices, and its essential terms and truths.

177. Faith and Imagination. (4) A study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.

209. The Pre-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Samuel through Jeremiah.

210. The Post-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Ezekiel to the end of the Old Testament era.

212. The Wisdom Literature. (2) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

217. Old Testament Apocrypha. (2) Reading of the books of the Apocrypha, with special attention to their origin and significance, and with a consideration of the ambivalence of Judaism and Christianity toward this literature.

218. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

235. Passion, Mind, and Power. (4) An examination of the relation between emotion, reason, and will in Christian ethical theory, ancient to modern, including feminist.

261. Judaism in the First Three Centuries of the Common Era. (4) A study of the development of Rabbinic Judaism out of the sects and movements of first century Judaism.

262. Contemporary Judaism. (2) A survey of Judaism today, including a study of some major religious, political, and literary figures.

263. Contemporary Catholicism. (2) An introduction to recent thought and practice in the Roman Catholic Church.

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

267. The Baptists. (2) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.

270. Theology and Modern Literature. (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.

273. Studies in Ecumenical Theology. (4) A study of various images and models of the church, their interrelationships and implication for ecumenism.

277. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research project.

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department. P—Permission of instructor.

292. Teaching Religion. (4) A study of the teaching of religion in church, school, and community.

300. Meaning of Religion. (4) A phenomenological study of different ways of defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

301. Myth. (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

302. Mysticism. (4) A study of mysticism from a multi-religious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

303. Religion and Science. (4) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.

310. The Prophetic Literature. (4) An examination of the development and theological contents of the literary products of Israel's prophetic movement.

311. Poetic Literature of the Hebrew Bible. (2,4) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics,

and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for two credits and is a prerequisite for the second half.)

312. The Critical Study of the Pentateuch. (4) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archeology. (4) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.

314. Ancient Israel and Her Neighbors. (2) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archeology. (4,4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

319. Visions of the End: Jewish and Christian Apocalyptic. (4) Reading and study of Daniel. Revelation and certain non-Biblical apocalyptic texts.

320. Jesus and the Synoptic Gospels. (4) A study of Jesus' proclamation and activity in light of modern critical research on the Gospels.

321. The Quest for the Historical Jesus. (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.

322. The General Epistles. (4) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.

326. Early Christian Theologians: Paul. (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.

327. Early Christian Theologians: The Fourth Evangelist. (4) An examination of the Johannine interpretation of Jesus and the Christian faith.

328. The New Testament and Ethics. (4) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.

332. Christian Ethics and Leadership. (2) A study of the moral practice of leadership from Christian and secular perspectives, with particular attention to the use of power and authority.

333. Christian Ethics and the Professions. (2) A study of the nature of the professions in contemporary society, their foundational ethical suppositions, and the significance of being Christian for professional conduct.

334. Christian Approaches to Bio-Medical Ethics. (4) An examination of Catholic and Protestant understandings of life and death, with analysis of ethical issues in the context of the U.S. health-care system.

336. Roman Catholic and Protestant Ethics. (4) A study and comparison of Catholic natural law ethics and Protestant responsibility ethics.

338. Ethics in Feminist Perspective. (4) A study of the implications of feminist theologies, social theories, and views of human nature for ethical theory and practice.

341. Civil Rights and Black Consciousness Movements. (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Same as History 376.)

342. Religion, Culture, and Modernity. (4) An inquiry into the origins and development of modernity as idea and ideology, with special emphasis on its significance for non-Western social and religious movements.

343. The City as Symbol. (4) A study of the city, past and present, as a unique repository and symbol of human values and aspirations.

345. The African-American Religious Experience. (4) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

346. Theological Foundations of Religious Education. (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.

347. The Emerging Church in the Two-Thirds World. (4) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities.

350. Psychology of Religion. (4) An examination of the psychological elements in the origin, development, and expression of religious experience.

354. Religious Development of the Individual. (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.

355. Theology of Pastoral Care and Counseling. (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.

360. Hinduism. (4) An advanced study of the Hindu tradition. Permission of instructor.

361. Buddhism. (4) An advanced study of the Buddhist tradition and its impact on the culture of Asia. Permission of instructor required.

362. Zen Buddhism. (4) The history and teaching of Zen.

363. Hellenistic Religions. (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.

364. Islam. (4) An advanced study of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam considered. Permission of instructor required.

365. History of Religions in America. (4) A study of American religions from colonial times until the present.

366. Gender and Religion. (4) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.

367. The Mystics of the Church. (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

368. The Protestant and Catholic Reformations. (4) A study of the origin and development of Reformation theology and ecclesiology.

369. Radical Christian Movements. (4) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.

372. History of Christian Thought. (2,4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for two credits each.

372 (a) Patristic Thought
372 (b) Medieval and Reformation Thought

374. Contemporary Christian Thought. (4) An examination of the major issues and personalities in modern theology.

375. Major Themes in Catholic Theology. (4) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.

376. The Origins of Existentialism. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

377. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

378. Aesthetics and Religion. (4) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

380. The Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Same as Philosophy 226.)

Hebrew

111, 112. Elementary Hebrew. (4,4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *Offered on demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.

302. Akkadian I.(4) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of semitic languages. *On demand.*

303. Akkadian II.(4) A continuation of Akkadian 302 with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On demand.*

Romance Languages

Byron R. Wells, Chair
Professors Kathleen M. Glenn, Milorad Margitić, Candelas M. Newton
Associate Professors Mary L. Friedman, Antonio Vitti, Byron R. Wells, M. Stanley Whitley
Assistant Professors Jane W. Albrecht, Gunnar Anderson, Sarah E. Barbour, Debra Boyd-Buggs, Constance Dickey, Ramiro Fernández, Judy K. Kem, Linda S. Maier, Stephen Murphy, Juan Orbe, Kari Weil
Lecturer Eva Marie Rodtwitt
Instructors Guy M. Arcuri, David M. Glass, Anna Krauth, Bill B. Raines, Jennifer Sault, Walter W. Shaw, Alison T. Smith, Anna-Vera Sullam (Venice), Florence Toy

The major in French literature requires a minimum of thirty-six credits above French 213. French 216, 217, 219, and 221 or their equivalents are required, as are four additional literature courses. The major in French language and culture requires a minimum of thirty-six credits above French 213. French 216, 217, 219, 221, 223, 224, 228 or their equivalents are required. History 321 and 322 are recommended. An average of at least C must be earned in all courses taken in the major.

The minor in French language and culture requires twenty credits in French above French 213. It includes French 219, 221, 224, or their equivalents. The minor in French literature requires twenty credits in French literature above French 213.

The major in Spanish requires a minimum of thirty-six credits above Spanish 214. Spanish 217, 218, 219, 221, 223, 224, or their equivalents, plus one additional advanced course in Spanish literature and one in Spanish-American literature are required. Spanish 181, 1829, and 187 may not count toward the major. An average of at least C must be earned in all courses taken in the major.

The minor in Spanish language and culture requires twenty credits in Spanish above Spanish 214. It includes 217 or 218, plus 219, 221, 223, and 224. The minor in

Hispanic literature requires twenty credits in Spanish above Spanish 214. It includes 217 and 218, plus three additional advanced courses in Spanish and Spanish-American literature. For both Spanish minors, with departmental approval, equivalent courses may be selected from the programs in Salamanca or Bogotá, and certain other substitutions may be made.

The minor in Italian language and culture requires twenty credits in Italian above Italian 153. It includes Italian 215, 216, 219, 221, and 224 or their equivalents. An average of at least C must be earned in all courses taken in the minor.

All majors are strongly urged to take advantage of the department's study abroad programs. (French majors are urged to live for at least a semester at the French House, a foreign language theme house for students of French.)

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information, members of the departmental faculty should be consulted.

French

111, 112. Elementary French. (4,4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary French. (5) A one-semester course covering the elements of grammar and skills presented in French 111, 112. Intended for students whose preparation for French 153 is inadequate. Not open to students who have received credit for French 112. Lab required.

153. Intermediate French. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab required. P—French 112, 113, or two years of high school French and placement.

153x. Intermediate French. (4) Open to students by placement or permission. Lab required.

164. A Classic in Comedy. (2 or 4) Participants plan and present a production of a French comedy. The play is rehearsed and performed in French; students are involved in all aspects of production. For four credits, students also read and discuss other dramatic works. Course may be repeated for credit, but only four credits may be counted toward the major. P—Permission of instructor.

181. Swiss French Civilization. (4) The course is designed to acquaint the student with the Swiss people and their civilization by living for a few weeks with families. Visits are made to points of cultural, historical, literary, and artistic interest. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. *Usually offered in the summer.*

185. Paris, Cultural Center of France. (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. *Usually offered in the summer.*

199. French Individual Study. (2-4) P—Permission of the department.

213. Introduction to French Literature. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Does not count toward the major or the minor. P—French 153 or equivalent.

216. Survey of French Literature from the Middle Ages through the Eighteenth Century. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

217. Survey of French Literature of the Nineteenth and Twentieth Centuries. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

219. Composition and Review of Grammar. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab required. P—French 153 or equivalent.

222. History and Structure of the Language. (4) Study of the historical development of French in a cultural and linguistic context from its earliest stages to the present and analysis of the phonology, morphology, and syntax of modern French. P—French 219 and 221.

223. French Phonetics. (2) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.

224. French Civilization. (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of France. P—French 221 or permission of instructor.

228. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. P—French 221 or permission of instructor.

229. Business French. (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization, banking, and governmental relations, with practice in translation and interpretations, oral and written. P—French 219 and 221 or permission of instructor.

231. Medieval French Literature. (2-4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P—French 216 or 217 or permission of instructor.

233. Sixteenth Century French Literature. (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P—French 216 or 217 or permission of instructor.

241. Seventeenth Century French Literature. (4) A study of the outstanding writers of the Classical Age. P—French 216 or 217 or permission of instructor.

242. Seminar in Seventeenth Century French Literature. (4) A study of selected topics of the period. Topics may vary from year to year. P—French 216 or 217 or permission of instructor.

251. Eighteenth Century French Literature. (2-4) A survey of French literature of the eighteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

252. Seminar in Eighteenth Century French Literature. (2-4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

261. Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

262. Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

263. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 216 or 217 or permission of instructor.

264. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 216 or 217 or permission of instructor.

265. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P—French 216 or 217 or permission of instructor.

271. Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P—French 216 or 217 or permission of instructor.

272. Seminar in Twentieth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

274. African and Caribbean Literatures in French. (4) An introduction to the literature and culture of the French-speaking countries of Africa and the Caribbean. Emphasis will be placed upon the contemporary negro-African novel along with highlights of culture and civilization.

275. Special Topics in French Literature. (2,4) Selected themes or approaches to French literature that transcend boundaries of time and genre. P—French 216 or 217 or permission of instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3,4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 221 or its equivalent or at least one French course beyond the intermediate level. At least one semester's residence in the French House is strongly recommended.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2192. Advanced Oral and Written French. (4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2242. French Civilization. (4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and the French provinces.

2282. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2402. Independent Study. (2-4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2742. Special Topics in French Literature. (2) Selected topics in French literature; topics vary from year to year.

2752. French Literature. (2) Topics in the novel, theatre, and poetry of France, largely of the period since 1850.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

Spanish

111, 112. Elementary Spanish. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111, 112. Intended for students whose preparation for Spanish 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 112. Lab required.

153. Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P—Spanish 112 or 113 or two years of high school Spanish and placement. Lab required.

153x. Intermediate Spanish. (4) Open by placement or permission. Lab required.

162. A Panorama of Drama. (2-4) A brief sampling of Spanish drama from its early period to the contemporary theatre, studying in Spanish representative works from each major period. Approximately six plays. The class selects one play to present in Spanish, with students having directing and acting responsibilities.

199. Individual Study. (2-4) P—Permission of the department.

214. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Does not count toward the major or the minor. P—Spanish 153 or equivalent.

217. Masterpieces of Spanish Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 214 or permission of instructor.

218. Masterpieces of Spanish American Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 214 or permission of instructor.

219. Advanced Grammar and Composition. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab required. P—Spanish 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary of everyday situations. Lab required. P—Spanish 153 or equivalent.

222. Spanish Phonology. (4) An introduction to Spanish linguistics through a systematic analysis of the phonemes and allophones of spoken Spanish. Standard pronunciation as well as dialectal variations will be stressed. P—Spanish 219 and 221 or permission of instructor.

223. Latin American Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

224. Spanish Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

229. Commercial, Official, and Social Correspondence. (4) Instruction in the special vocabularies, formats, and styles required in written and telegraphic communications. Students write in Spanish communications appropriate to each type of correspondence. P—Spanish 219 and 221 or permission of instructor.

230. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P—Spanish 217 or 218 or permission of instructor.

231. Medieval and Pre-Renaissance Spanish Literature. (4) Study of the major literary works of the Middle Ages and pre-Renaissance. P—Spanish 217 or 218 or permission of instructor.

232. Sixteenth and Seventeenth Century Spanish Literature. (4) Study of the major literary works of the Golden Age. P—Spanish 217 or 218 or permission of instructor.

233. Eighteenth and Nineteenth Century Spanish Literature. (4) Study of a representative selection of poetry, drama, essays, and novels of these two centuries. P—Spanish 217 or 218 or permission of instructor.

241. Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P—Spanish 217 or 218 or permission of instructor.

243. Cervantes. (4) Intensive study of the life and works of Cervantes, with special attention on the *Quixote* and the *novelas ejemplares*. P—Spanish 217 or 218 or permission of instructor.

252. Spanish Poetry. (2-4) A study of selected topics, such as *gongorismo*, the *Romancero*, and the Generation of 1927. P—Spanish 217 or 218 or permission of instructor.

262. Spanish-American Poetry. (4) Intensive study and textual analysis of Spanish-American poetry with special emphasis on representative poets and major trends: Culteranismo, epic poetry, gaucho poetry, Modernismo, avant garde poetry, and anti-poetry. P—Spanish 217 or 218 or permission of instructor.

263. Contemporary Spanish-American Theatre. (4) A study of the Spanish-American dramatic production from the end of the 19th century to the present. The course focuses on the development of some of the main dramatic movements of the 20th century: realism, absurdism, avant garde, and collective theatre. P—Spanish 217 or 218 or permission of instructor.

264. Spanish-American Short Story. (4) Intensive study of the twentieth century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Marquéz. P—Spanish 217 or 218 or permission of instructor.

265. Spanish-American Novel. (4) A study of the novel in Spanish-America from its beginning through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

266. Seminar in Spanish-American Novel. (2-4) A study of one or more categories of Spanish-American novels, such as romantic, *indianista,* realistic, *gauchesca,* and social protest. P—Spanish 217 or 218 or permission of instructor.

273. Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

274. Modern Spanish Literature. (2 or 4) An analysis of selected contemporary works representative of the novel, poetry, theatre, and essay. P—Spanish 217 or 218 or permission of instructor.

275. Special Topics. (2-4) Selected special topics in Spanish literature. P—Spanish 217 or permission of instructor.

287. Special Topics. (2-4) Selected special topics in Spanish-American literature. P—Spanish 217 or 218 or permission of instructor.

280. Directed Research. (2) Required for honors in Spanish.

281. Directed Study. (3-4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should be of junior standing, (2) should have completed Spanish 221, and (3) should be approved by both their major department and the Department of Romance Languages.

1829. Introduction to Spain. (2-4) Familiarization with the Spanish people, Spanish culture, and daily life in Spain. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

2019. Intensive Spanish. (2) Intensive study and practice of the oral and written language. P—Permission of instructor.

2049. Spanish Phonetics and Phonology. (4) Theory and practical application of the elements involved in speaking correct Spanish.

2059. History of the Spanish Language. (4) Evolution and historical development of the Spanish language, including regional dialects and present-day variations in the spoken and written form.

2199. Advanced Spanish. (4) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—Permission of instructor.

2259. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences.

2279. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries.

2419. Spanish Literature of the Golden Age. (4) A survey of the most important authors and genres of the Golden Age, with particular emphasis on the novel and the drama.

2759. Contemporary Spanish Literature. (4) A study of general trends and representative works of selected prose writers, dramatists, and poets from the modern period.

Sociology 2029. Social-Political Structures of Present-Day Spain. (4) A study of the various social and political elements which affect the modern Spanish state.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Italian

111, 112. Elementary Italian. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture—five hours. *Offered every semester.*

127. Basic Conversation. (2) Brief review of grammar; emphasis on vocabulary building and conversation for everyday survival while discovering Italy and Italian culture through film, TV, documentaries and literature. P—Italian 113 or equivalent. Does not satisfy requirements for minor or certification in Italian studies.

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture—five hours. P—Italian 113 or two years of high school Italian. *Also offered in Venice.*

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P—Permission of instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P—Italian 153 or equivalent. *Also offered in Venice.*

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent.

219. Advanced Grammar and Composition. (4) A thorough review of the basics of structure and vocabulary featuring a more detailed examination of complex syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources, and free composition. P—Italian 215 or equivalent.

221. Advanced Conversation and Composition. (4) Practice in speaking and writing Italian, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—Italian 219 or 275.

224. Italian Civilization I. (4) The culture and its historical development from Charlemagne to the Risorgimento; emphasis on intellectual, artistic, political, social, and economic life. P—Italian 215 or 216.

225. Italian Civilization II. (4) The historical development of modern Italian culture from the Risorgimento to the present. Use of newspapers, magazines, TV broadcasts, films, and literary readings to stimulate oral and written responses to the problems of contemporary Italy. P—Italian 215 or 216.

275. Special Topics. (4) Selected special topics in Italian literature. P—Italian 215 or 216.

Semester in Venice

153. Intermediate Italian. (5)

215. Introduction to Italian Literature I. (4)

216. Introduction to Italian Literature II. (4)

See the course listings under Italian (page 181) for descriptions and prerequisites.

Sociology

Philip J. Perricone, Chairman
Wake Forest Professor Charles F. Longino
Professors John R. Earle, Catherine T. Harris,
Willie Pearson Jr., Philip J. Perricone
Associate Professors H. Kenneth Bechtel, Beverly Wright
Assistant Professor Ian M. Taplin
Visiting Assistant Professors Cynthia Gentry, Vicky M. MacLean

A major in sociology requires thirty-seven credits and must include Sociology 371 and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 371. A minimum grade-point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade-point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

The program in sociology provides majors with several options. In addition to pursuing a regular major in sociology, students may choose to specialize in any of four concentrations: 1) family studies, 2) crime, law, and social control, 3) health and society, and 4) business and society. These concentrations are described in detail in the *Handbook for Sociology Students*, a copy of which may be obtained from the sociology office or any member of the departmental faculty.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless such a prerequisite is specified in the course description.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects.

152. Social Problems. (4) Survey of contemporary American social problems.

153. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

154. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

205. Photography in the Social Sciences. (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Not open to students who have had Art 119. P—Permission of instructor.

301. Religion and Society. (4) Study of religion as a social phenomenon and its relationship to the other structures of society—political, economic and others, with special focus on the contemporary United States. (Also offered as Religion 151.)

302. Bureaucracy and Society. (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision making, and change. Attention will be given to business as well as government and other non-profit organizations.

303. Business and Society. (4) Historical development, organization, and current problems of business enterprises in American society.

305. Male and Female Roles in Society. (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction.

308. Sociology of Art. (2) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.

309. Sexuality and Society. (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

310. Death and Dying. (2) Study of some of the basic issues and problems of modern man in accepting and facing death.

311. Women in Professions. (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.

325. Self and Society: An Interactionist Perspective. (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.

334. Society and Higher Education. (4) An analysis of the social forces that shape educational policies in the US. Assessment of significant contemporary writings on the manifest and latent functions of education.

335. Sociology of Health and Illness. (4) Analysis of the social variables associated with health and illness.

336. Sociology of Health Care. (4) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

337. Aging in Modern Society. (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Permission of instructor.

338. Sociological Issues in Criminal Justice. (4) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.

339. Sociology of Violence. (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society.

340. Sociological Issues in Human Development. (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.

341. Criminology. (4) Crime, its nature, causes, consequences, methods of treatment, and prevention.

342. Juvenile Delinquency. (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.

343. Sociology of Law. (4) Consideration will be given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order.

344. Women and Crime. (4) Course will focus on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—341 and permission of instructor.

345. Advanced Topics Seminar in Criminology. (4) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—341 and permission of instructor.

347. Society, Culture, and Sport. (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.

348. Sociology of the Family. (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.

349. Sociology of Science. (4) Emphasis on the origins and growth of science in socio-historical perspective, reciprocal relations between science and society in the twentieth century, science as a social system.

350. Mass Communications and Public Opinion. (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.

351. Management and Organizations. (4) A study of macro organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.

352. White-Collar Crime. (4) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—341.

358. Population and Society. (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.

359. Race and Ethnic Relations. (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.

360. Social Stratification. (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power.

361. Sociology of the Black Experience. (4) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.).

362. Sociology of Work. (4) Changing trends in the U.S. labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.

363. Markets and Industry. (4) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions.

364. Political Sociology. (4) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.

371, 372. The Sociological Perspective. (4,5) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing effort is made to enable the student to deal with current theoretically oriented research. Regularly scheduled computer labs will be arranged during the Sociology 372 portion of the course. P—Sociology 151, 152, 153, or 154.

380. Social Statistics. (4) Basic statistics, emphasizing application in survey research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Anthropology 380. A sociology major may take Anthropology 380 in lieu of Sociology 380 to meet major requirements.)

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.

398, 399. Individual Study. (1-4, 1-4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Speech Communication

Michael David Hazen, Chair
Professors Julian C. Burroughs Jr., Michael David Hazen
Adjunct Professor Jo Whitten May
Associate Professors Allan D. Louden, Jill Jordan McMillan
Assistant Professor John T. Llewellyn
Visiting Assistant Professor Randall G. Rogan
Instructors Mary M. Dalton, Margaret D. Zulick
Adjunct Instructors Susan L. Faust, Melanie H. Louden, Karen L. Oxendine
Debate Coach Ross K. Smith

A major in speech communication requires forty credits, at least twelve of which must be at the 300-level. All majors are required to take courses 151, 250, and 255 or 256 and should begin their study of speech communication with these courses. In addition, at least twelve credits must be taken from among the following courses: 153, 155, 158, 241, 245, 251, 354, and 372. An overall minimum grade-point average of 2.0 in all speech communication courses attempted is required for graduation.

A minor in speech communication requires twenty-four credits, at least four of which must be at the 300-level, and shall include courses 151, 250, and 255 or 256.

Remaining coursework must include at least four credits from among the following courses: 153, 155, 158, 241, 251, 354, and 372. An overall minimum grade-point average of 2.0 in all speech communication courses attempted is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in speech communication. To be graduated with the designation "Honors in Speech Communication," students must pass the departmental honors course, complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

141. Radio-TV Speech. (4) An introduction to announcing and performing on radio and television.

142. Writing for Radio-TV-Film. (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials).

151. Public Speaking I. (4) A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

152. Public Speaking II. (4) The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P—Speech Communication 151.

153. Interpersonal Communication. (4) The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

155. Group Communication. (4) An introduction to the principles of discussion and deliberation in small groups, with practice in group problem-solving and discussion leadership.

156. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance.

158. Debate and Advocacy. (4) The use of argumentative techniques in oral advocacy: research, speeches, and debate.

161. Voice Production and Development. (4) A study of the principles of voice production with emphasis on breath control, tone production, vocal variety, and articulation.

241. Introduction to Mass Communication. (4) A historical survey of mass media and an examination of major contemporary media issues.

242. Media Production: Studio. (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.

243. Media Production: Field. (4) An introduction to the production of audio and video media projects. Single camera field production and post-production emphasized. Lecture/laboratory.

245. Introduction to Film. (4) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, color, etc.

246. Film Production. (4) A study of the basic elements of motion picture production.

250. Introduction to Communication and Rhetoric. (4) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

251. Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

255. Historical/Critical Research in Communication. (4) An introduction to the theory and practice of rhetorical criticism with emphasis on contemporary rhetorical acts.

256. Empirical Research in Communication. (4) An introduction to the design and statistical analysis of communication research.

261. Clinical Management of Speech and Language Disorders. (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of methods used with selected cases in clinical or public school settings. *Offered in alternate fall semesters.*

262. Communication Disorders of the Hearing-Impaired. (4) The etiology and effect of hearing impairment on communication. The fundamentals of auditory training, speech reading, and other resources for the rehabilitation of the hearing-impaired individual.

263. Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on the role the therapist plays in assisting the speech-handicapped child. *Offered in alternate fall semesters.*

264. Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. *Offered in alternate spring semesters.*

280. Special Seminar. (2-4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept area of communication, such as persuasion, organizational communication, or film.

281. Honors in Speech Communication. (4) A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of instructor.

282. Individual Study. (1-4) Special research and readings in a choice of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.

283, 284. Debate, Radio/Television/Film, or Communication Practicum. (2,2) Individual projects in the student's choice of debate, radio/television/film, or communication; includes organizational meetings, faculty supervision, and faculty evaluation.

No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credit units in practicum, only four credits of which may be counted toward a major in speech communication. Pass/fail only. P—Permission of instructor.

342. Seminar in Radio/Television. (4) Extensive readings in and discussion of fundamental theory and current issues in radio and television. P—Speech Communication 241 or permission of instructor.

345. Advanced TV Production. (4) Individual production of complex forms of television such as documentary and drama. P—Speech Communication 243 or permission of instructor.

346. Film Criticism. (3 or 4) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—Speech Communication 245 or permission of instructor.

347. Film History to 1945. (4) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

348. Advanced Film Production. (4) Individual production of complex films such as drama, animation, and documentary. P—Speech Communication 246 or permission of instructor.

349. Film History Since 1945. (4) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

354. American Rhetorical Movements. (4) Critical analysis of major rhetorical movements in American history; examines the relationship between rhetoric, ideology, and the development of American culture.

355S. Directing the Forensic Program. (2,4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

356. The Rhetoric of Race Relations. (4) A study of race relations in America as reflected in the rhetoric of selected black and white speakers. Students apply the historical/critical method in exploring the effects of discourse on attempts at interracial communication.

357. The Rhetoric of the Women's Rights Movement. (4) A rhetorical study of the documents, speeches, and protests of American feminists. The course traces the evolution of women's rights movements in the nineteenth and twentieth centuries and draws contrasts and parallels between them.

358. Argumentation Theory. (4) An examination of argumentation theory and criticism; examines both theoretical issues and social practices.

371. Comparative Communication. (2,4) A comparison of communicative and rhetorical processes in the United States with one or more other national cultures with an emphasis on both historical and contemporary phenomena. A. Japan; B. Russia; C. Great Britain; D. Multiple countries.

372. A Survey of Organizational Communication. (4) An introduction to the role of communication in organizations, with emphasis on field applications.

373. Intercultural Communication. (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds.

374. Mass Communication Theory. (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. *Offered in alternate years.*

375. Communication and Conflict. (4) A study of communication in conflict situations on the interpersonal and societal levels. *Offered in alternate years.* P—Speech Communication 153 or permission of instructor.

377. Political Communication. (4) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising. *Offered in alternate years.*

378. Semantics and Language Behavior. (4) A study of the syntactic and semantic aspects of communicative messages.

380. Special Seminar. (1-4) The intensive study of selected topics in communication. Topics will be drawn from theory or concept areas of communication, such as persuasion, organizational communication, or film.

Theater

Donald H. Wolfe, Chair
Professors Harold C. Tedford, Donald H. Wolfe
Adjunct Professor Darwin R. Payne
Adjunct Instructor Mary Lucy Bivins
Lecturers Zanna Beswick (London), Jonathan H. Christman, John E. R. Friedenberg, Patricia W. Toole, Mary R. Wayne
Visiting Lecturer James H. Dodding

A major in theater consists of a minimum of forty credits, at least eight of which must be at the 300-level. This includes a required core of 36 credits: Theater 110 or 112, 140, 150, 250, 251 or 252, 260, 261, 340, 381 and 385. (Students interested in a theater major should elect Theater 112.) Four semesters of Theater 100 (0 credits) also are required. Majors may choose their remaining courses from the offerings listed under the Department of Theater. A minimum grade of 2.0 in all theater courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theater majors are required to take two courses in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Those who plan to be theater majors are urged to begin their studies during their first year.

Highly qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in theater. To be graduated with the designation "Honors in Theater," a student must successfully

complete Theater 292 (4). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theater honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates complete information on preparation and completion of projects.

A minor in theater requires 24 credits: Theater 110 or 112, 140, 150, 260 or 261, two theater electives and two semesters of Theater 100 participation. Theater minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Any person who is interested in a theater major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (0) Attendance/participation in Mainstage and Studio performances; and other events as established by the department. (Specific attendance/participation requirements will be established at the beginning of each semester.) Four semesters, or a minimum of eight University Theater productions, are required of theater majors. Participation in at least two of the eight productions must be in technical production. Two semesters, or a minimum of four University Theater productions, are required of theater minors. Participation in one of the four productions must be in technical production. Assignments for technical production are made through consultation with the technical and design faculty.

110. Introduction to the Theater. (4) For the theater novice. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Participation in Studio and Mainstage productions. Students planning to major in theater are encouraged to take THE 112. Credit will not be given for both THE 110 and 112. May be used to satisfy a requirement in Division I.

112. Introduction to the Theater. (4) For the experienced theater student. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Students planning to major in theater are encouraged to take THE 112. Credit will not be given for both THE 110 and 112. Experience in Studio and Mainstage productions. May be used to satisfy a requirement in Division I.

140. Acting I. (4) Fundamental acting theory and techniques including exercises, monologues and scene work.

143. Speech for Stage and Workplace. (4) Vocal resonance, articulation, awareness of regional dialects, ear training, phonetics and body tensions are explored in conjunction with text. Exercises, readings and performances.

144. Mime. (4) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

146. Performance Techniques. (4) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. (Suitable for non-majors.)

150. Introduction to Design & Production. (4) An introduction to the architecture and technology of the theater, including the essentials of the operation of the scene shop, stage equipment, occupational health and safety. The course stresses the collaborative art of the theater through an introduction to theater design including script analysis, visual research, communication of the design, drafting, and color.

155. Stagecraft. (4) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.

188. The Contemporary English Theater. (2) An exploration of the English theater through theater attendance in London and other English theater centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. *Two weeks. Offered in London before spring term.* P—Permission of instructor.

244. Advanced Mime. (4) This course enlarges upon skills and techniques acquired in THE 144 (*Mime*), with the addition of other mime forms. The course includes exercises, rehearsals, and performances. P—THE 144.

245. Acting II. (4) Advanced study and practice of the skills introduced in Acting I. P—THE 140, 143.

246. Period and Style. (4) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—THE 140, 143.

250. Theatrical Scene Design. (4) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P—THE 150.

251. Costume and Makeup Design. (4) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup will be explored. P—THE 150.

252. Lighting and Sound Design. (4) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P—THE 150.

260. History of Western Theater I (Beginnings to 1642). (4) A survey of the development of Western theater and drama through the Greek, Roman, medieval, and Renaissance theaters to 1642; includes lectures, readings and reports. (Suitable for non-majors.)

261. History of Western Theater II [1642 to the Present]. (4) A survey of Western theater and drama from the French Neoclassic theater through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theater; includes lectures, readings and reports. (Suitable for non-majors.)

281. Acting Workshop. (2) Scene work with student directors utilizing realistic texts. Offered pass/fail only. P-THE 140 or permission of instructor.

283. Practicum. (1-2) Projects under faculty supervision. May be repeated for no more than 4 credits. P—Permission of the department.

290. Special Seminar. (2-4) The intensive study of selected topics in theater. May be repeated.

292. Theater Honors. (4) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.

294. Individual Study. (1-4) Special research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than 4 credits. P—Permission of department.

2650. The English Theater, 1660-1940. (4) A study of the major developments in the English theater from the Restoration to World War II, including the plays, playwrights, actors, audiences, theater architecture, theater management, costumes and sets. Field trips include visits to theaters, museums, and performances. *Offered in London.*

340. Directing. (4) An introduction to the theory and practice of play directing. P—THE 110/112,140 and 150; C—THE 381.

344. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 140, 143.

381. Directing Workshop. (2) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a co-requisite of THE 340.

385. Studio Production. (2) The organization, techniques and problems encountered in the production of a play for the public. P—THE 340 and permission of department.

Dance

Rebecca Myers, Instructor and Director of Dance

A dance minor requires twenty-four credits and must include Health and Sport Science 104, 120, 121, 122, 123, 126, 127, 128 and 201; Music 101; Theater 110 or 112. The remaining credits may be selected from Health and Sport Science 191, 370; Music 161, 165p, 165r, 168v, 190, 261; and Theater 144, 150, 251 and 252.

119. Aerobic Dance (1)

120. Beginning Dance Technique (1)

121. Intermediate Dance Technique. (1) P—Dance 120 or permission of instructor.

122. Advanced Dance Technique. (1) P—Dance 121 or permission of instructor.

123. Dance Composition (1) P—Dance 121.

124. Social Dance. (1)

125. Folk and Social Dance. (1)

126. Jazz Dance. (1)

127. Beginner Classical Ballet Techniques. (1)

128. Dance Theater. (1) May be repeated for a maximum of three credits. P—Permission of instructor.

129. Intermediate Classical Ballet. (1)

131. Advanced Classical Ballet. (1)

201. Senior Dance Project (2) A course involving the creative process of developing a dance.

202. History of American Dance. (4) A survey of American dance from the 1600s to the present with emphasis on scope, style, and function.

ALLEN AYCOCK

Members of the Wake Forest University Dance Company perform in concert.

Overseas Courses

WFU courses taught on overseas campuses during the last five school years
Fall 1987-Spring 1992

		Semesters Taught
BEIJING, China		
CHI 1131.	Elementary Chinese (10)	Fall: 1990, 1991
CHI 1521.	Communism in China. Contemporary Issues in Historical Perspective. (4)	Fall: 1991
CHI 1551.	Pre-Advanced Intermediate Chinese Perspective (10)	Fall: 1990, 1991
HMN 2431.	China in Perspective (2)	Fall: 1990, 1991
HMN 3641.	Issues in Contemporary China (4)	Fall: 1990
HMN 3641.	Communism in China. Contemporary Issues in Historical Perspective (4)	Fall: 1991
BREISGAU, Germany		
GER 2707.	Individual Study (18)	Spring: 1992
DIJON, France		
ART 2712.	Studies in French Art (2)	Fall: 1991, 1990, 1989, 1988, 1987
FRH 2232.	Advanced Oral & Written French (4)	Fall: 1991, 1990, 1989, 1988, 1987
FRH 2282.	Contemporary France (4)	Fall: 1991, 1990, 1989, 1988, 1987
FRH 2292.	French Civilization (4)	Fall: 1991, 1990, 1989, 1988, 1987
FRH 2402.	Independent Study (2)	Fall: 1991
FRH 2742.	Special Topics in French Literature (2)	Fall: 1990
FRH 2752.	French Literature (2)	Fall: 1991, 1990, 1989, 1988, 1987
FREIBURG, Germany		
GER 2707.	Individual Study (18)	Fall: 1991 Spring: 1992
HIRATSUKA, Japan (Tokai University)		
HMN 3421.	Japan in Perspective (2)	Fall: 1991
JAP 2191.	Advanced Japanese (10)	Fall: 1991
SCT 3711.	Comparative Communication (4)	Fall: 1991

KIEV, Russia

RUS 2708.	Independent Study (18)	Fall: 1991 Spring: 1992

LONDON, England

ART 2320.	English Art, Hogarth to Present (2,4)	Spring: 1991, 1990, 1989 1988 Fall: 1991, 1990, 1989, 1987
ECN 1500.	Introduction to Economics (4)	Fall: 1988
ECN 2230.	Financial Markets (4)	Fall: 1988
ECN 2650.	Economic Philosophers (4)	Spring: 1992
ECN 2710.	Selected Areas in Economics (2,4)	Fall: 1988 Spring: 1992
ECN 2900.	Individual Study (2,4)	Spring: 1992
ENG 3300.	British Literature of the Eighteenth Century (4)	Fall: 1991, 1990
ENG 3800.	Henry James in England (4)	Fall: 1990
HST 2260.	History of London (2,4)	Spring: 1992, 1991, 1990, 1988, 1987 Fall: 1991, 1990, 1989, 1988
HST 2270.	The History of the English Aristocracy (2,4)	Fall: 1989
HST 2340.	Georgian and Victorian Society and Culture (4)	Fall: 1991
HST 2370.	Churchill (2,4)	Spring: 1990 Fall: 1988, 1987
HST 2880.	Honors in History (4)	Fall: 1991
MIL 2510.	Advanced Second Year I (2)	Spring: 1988 Fall: 1987
MUS 1740.	Music Theory IV (4)	Spring: 1987
MUS 2090.	History of Music in the British Isles (4)	Spring: 1989
MUS 2160.	History of Music in England (4)	Spring: 1989, 1987
MUS 2170.	English Musical Journalism (4)	Spring: 1987
POL 2420.	Problems in Comparative Politics (4)	Fall: 1988, 1987 Spring: 1987
REL 2010.	History of Christianity in England (4)	Spring: 1990 Fall: 1987

REL 2020.	British Theological and Literary Classics (4)	Spring: 1990 Fall: 1987
SCT 2800.	Topics: Wolcott & Tagore (2-4)	Spring: 1988
SCT 3110.	The English Theater 1660-1940 (4)	Fall: 1989, 1988, 1987 Spring: 1989, 1987
SCT 3310.	Survey English Theater History (4)	Spring: 1992, 1991, 1988
SCT 3300.	Modern English and Continental Drama (4)	Spring: 1992, 1991, 1988 Fall: 1991
SCT 3700.	The English Theater 1660-1940 (4)	Spring: 1987

MOSCOW, Russia

RUS 2708.	Independent Study (18)	Spring: 1992

SALAMANCA, Spain

ART 2029.	Spanish Art & Architecture (2,3,4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987
HST 2019.	General History of Spain (4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987
SOC 2029.	Social and Political Structures of Present Day Spain (4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987
SPA 1829.	Introduction to Spain (2-4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987
SPA 2019.	Intensive Spanish (2)	Spring: 1992, 1989, 1987
SPA 2029.	Advanced Spanish (2,4)	Spring: 1991, 1990, 1989, 1988, 1987
SPA 2059.	History of the Spanish Language (4)	Spring: 1991, 1990, 1989, 1988, 1987
SPA 2199	Advanced Spanish (4)	Spring: 1992
SPA 2239.	Latin American Civilization (4)	Spring: 1989
SPA 2419.	Literature of the Golden Age I (4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987
SPA 2649.	Spanish American Short Story (4)	Spring: 1989
SPA 2739.	20th Century Spanish Novel (4)	Spring: 1991, 1988, 1987
SPA 2759.	Contemporary Spanish Literature I (4)	Spring: 1990
SPA 2759.	Spanish American Short Story (4)	Spring: 1992

TAIPEI, Taiwan

ANT 3651.	Cultural Ecology of China (4)	Fall: 1989
CHI 1131.	Elementary Chinese (10)	Fall: 1989
CHI 1551.	Pre-Advanced Intermediate Chinese (10)	Fall: 1989
HMN 2431.	China in Perspective (2)	Fall: 1989

VENICE, Italy

ART 2693.	Venetian Renaissance Art (4)	Spring: 1992, 1991, 1990, 1989, 1988, 1987 Fall: 1991, 1990, 1989, 1988, 1987
CLA 2553.	The World of Mythology in Ovid's Metamorphoses (4)	Spring: 1987
CLA 2713.	The Roman Civilization of Ancient Venetia (3)	Spring: 1987
ENG 3613.	The Italian Experience (4)	Fall: 1990, 1988
ENG 3653.	Twentieth-Century British Fiction (4)	Fall: 1991
ENG 3863.	Independent Study (4)	Spring: 1992
HON 1313.	Approaches to Human Experience 1 (4)	Spring: 1990
HON 1353.	Approaches to Human Experience (4)	Fall: 1991, 1989
HON 2433.	Literature, Travel and Discovery (4)	Spring: 1991
HMN 2133.	Studies in European Literature (4)	Fall: 1987
HMN 2603.	Rom/Ital Forerunners: West Lit (4)	Fall: 1990, 1988
HST 2223.	Renaissance and Reformation (4)	Fall: 1989
HST 2253.	History of Venice (4)	Fall: 1991, 1989 Spring: 1992
HST 2263.	Venetian Society & Culture (4)	Fall: 1987
ITA 1533.	Intermediate Italian (4)	Spring: 1991, 1990 Fall: 1990, 1989, 1988
ITA 1993.	Independent Study (4)	Spring: 1992
ITA 2153.	Introduction to Italian Literature I (4)	Spring: 1991, 1990, 1989 Fall: 1991, 1990, 1989
ITA 2163.	Introduction to Italian Literature II (4)	Spring: 1991, 1990 Fall: 1991, 1989
ITA 2213.	Spoken Italian: Venice (4)	Spring: 1992, 1990, 1988, 1987 Fall: 1991, 1988, 1987
MUS 2143.	The Language of Music in Italy (4)	Spring: 1991
PHI 2853.	Philosophy of Art (4)	Spring: 1990
POL 1143.	Intro. to Politics: Comparative (4)	Spring: 1992, 1988
POL 2373.	Comparative Public Policy in Selected Industrialized Democracies (4)	Spring: 1989, 1988
POL 2423.	Problems in Comparative Politics (4)	Spring: 1992, 1989, 1988
POL 2703.	Topics in Political Theory (4)	Spring: 1992

VIENNA, Austria

GER 2707.	Individual Study (18)	Spring:	1992

SPECIAL PROGRAMS

Asia, Pacific Rim

BUS 290.	International Management Study Tour (4) (China, Japan, Hong Kong)	Summer:	1989, 1988
EDU 272B.	Geography Study Tour (4)	Summer:	1989, 1988, 1987

Europe

ANT 383. 384.	Field Research in Cultural Anthropology (4,3; 4,3) (Highlands, Scotland)	Summer:	1990, 1989 1988
BUS 291.	International Marketing Field Study (4) (Belgium, France, England, Luxembourg, Switzerland, West Germany)	Summer:	1990
EDU 272A.	Geography Study Tour (4)	Summer:	1991, 1990, 1989, 1988, 1987
FRH 181.	Swiss French Civilization (4)	Summer:	1990, 1988, 1987
FRH 185.	Paris as Cultural Center of France (4)	Summer:	1990, 1989
GER 160.	German Language and Customs (4)	Summer:	1990, 1989, 1985
MLS 484.	The Oberammergau Passion Play 1990: A Study Tour (3)	Summer:	1990
REL 218.	Seminar in the Mediterranean World (4)	Summer:	1990
RUS 242. HMN 242.	Research on Language and Culture in the Soviet Union (2)	Spring:	1990, 1989, 1988

Summer Salamanca Program:

SPA 221.	Conversation and Composition (4)	Summer:	1987
SPA 224.	Spanish Civilization (4)	Summer:	1987

Caribbean

ANT 381A. 382A.	Archeological Research (4,4) (San Salvador, the Bahamas)	Summer:	1991, 1990, 1988
ANT 383. 384.	Field Research in Cultural Anthropology (4,4) (Saba Island, Windward Islands)	Summer:	1987
	(4,3:4,3) (Roatan Island, Honduras)	Summer:	1991

School of Business and Accountancy

Thomas C. Taylor, Dean
Professors Eddie V. Easley, Thomas C. Taylor
Associate Professors Umit Akinc, Leon P. Cook Jr., A. Sayeste Daser, Arun P. Dewasthali, John S. Dunkelberg, Stephen Ewing, Thomas S. Goho, Earl C. Hipp Jr., Dale R. Martin, Ralph B. Tower, Jack E. Wilkerson Jr.
Assistant Professors S. Douglas Beets, P. Candace Deans, J. Kline Harrison
Lecturers Horace O. Kelly Jr., DeLeon E. Stokes, Olive S. Thomas, C. Michael Thompson
Instructor Paul E. Juras
Adjunct Instructors Helen Akinc, Emily G. Neese

Mission

The mission of the School of Business and Accountancy is to provide students with an excellent business and professional accounting education within the framework of the liberal arts tradition of Wake Forest University. The School's distinctiveness in the pursuit of this mission derives from the size, reputation, and location of the University; the primary emphasis upon undergraduate education within a separate undergraduate business school; and a business and accounting curriculum which stresses knowledge and skills in several fields blending with the extensive liberal arts curriculum of the University.

In implementing this commitment to quality education, highly effective teaching is of paramount importance. Teaching is complemented by research which provides new perspectives to be shared by students and colleagues.

The ultimate goal of the School is to graduate young men and women who are technically competent and who have the ability to assume managerial and leadership positions in business, government, and other organizations.

Objectives

The School of Business and Accountancy has four specific objectives:

1. to offer sound academic programs in business and accountancy leading to the bachelor of science degree;
2. to undertake on a continuous basis the professional development of its faculty;
3. to serve the University community; and
4. to maintain a productive association with the public, especially the business community.

Currently, two programs of study leading to the bachelor of science degree are offered. Students may choose a major in either business or accountancy.

The primary goal of the business program is to provide a general study of business which will enable graduates to enter the business world with a breadth of understanding of relevant business problems and concepts. The general, as opposed to special-

ized, orientation of the major in business is appropriate for Wake Forest University in light of both its strong liberal arts tradition and its small size.

The major goal of the accountancy program is to give students a thorough understanding of accounting theory and methodology. Study of the basic functions in business operations is included in the curriculum. The role of the accountant in analyzing and controlling operations is considered. Contemporary issues in accounting practice are discussed.

Both the business and accountancy programs are accredited by the American Assembly of Collegiate Schools of Business.

The School is proposing a five-year accountancy program that would lead to both a bachelor of science and a master of science degree. This program would be designed to prepare the student for a career in public accounting. In addition, the School would offer a four-year baccalaureate program that combines study in accounting and finance. This program would lead to a bachelor of science degree and would serve the student interested in pursuing an accounting or finance career in the corporate or nonprofit sectors of the economy. If approved, these programs would be effective for students entering the School of Business and Accountancy in the fall of 1994 and would replace the current accountancy program.

Admission

Admission to the School is by formal application, and applicants will be screened by the Committee on Admission and Continuation of the School of Business and Accountancy. Before being considered for admission to the School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the School of Business and Accountancy are completion of sixty-five credits, a grade-point average of 2.2 on all courses attempted, a minimum of a C grade in Accounting 111 and Accounting 112, and completion of Economics 150, Mathematics 108 or 111, and Speech 151. Students who have not met fully the above requirements may appeal to the School's Admission and Continuation Committee to be considered for admission to the School.

The number of students who can be accommodated is limited. Therefore, the School reserves the right to grant or to deny admission or readmission to any student who meets the minimum requirements. Readmission to the School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 45.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the School of Business and Accountancy will be taken in the School. For students wishing to transfer credit from other schools, the following general guidelines apply:

(a) Courses at another school passed with the minimum passing grade at that school may not be transferred.
(b) Courses transferred in business and accountancy may be subject to validating examinations.

(c) No work in courses numbered 200 and above will be accepted from two-year schools.
(d) Courses taken elsewhere in subjects not offered at the School of Business and Accountancy will not count necessarily towards the credits required in the School of Business and Accountancy.

For the BS in business, a minimum of forty credits must be earned in the School of Business and Accountancy at Wake Forest University; for the BS in accountancy, the minimum credits earned in this school must total fifty two.

Requirements for Continuation

In addition to the requirements stated on pages 44-45, a student must be academically responsible and must show satisfactory progress towards completing the requirements for the degree. The administration of the School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Admission and Continuation Committee, will decide if the student may continue as a major in this school.

Requirements for Graduation

The School of Business and Accountancy confers the bachelor of science degree with majors in accountancy and business. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 201, 203, 211, 221, 231, 241, 251, 261, and 271; Economics 150; Mathematics 108 or 111; Speech 151; and a minimum of twelve credits from Business 212, 213, 214, 215, 222, 223, 224, 225, 226, 232, 233, 234, 237, 242, 252, 253, 270, 290, 291, 292 or accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

For the major in accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 252, 253, 254, 261, 271, 272, and 273; Business 201, 211, 221, 231, 241, 251, 261, and 271; Economics 150; Mathematics 108 or 111; and Speech 151. Requirements for the degree can be met in the normal four years with proper planning. Since this will require a heavy course load in the junior and senior years, students may find it advisable to attend a summer session to meet these requirements. If the proposed five-year master's program (discussed on page 203) is implemented, these requirements will change.

In addition to the courses stipulated above, the student in business and accountancy must also meet the following requirements for graduation:

(a) a minimum of 144 credits, including the basic and divisional requirements established by Wake Forest College;
(b) a minimum grade-point average of 2.0 on all work attempted at Wake Forest;
(c) a minimum grade-point average of 2.0 on all work attempted at other institutions; and
(d) an overall 2.0 grade-point average on all business and accountancy courses, exclusive of courses repeated with a C grade or better.

Senior Honors Program

Students with a grade-point average of at least 3.0 on all college work and 3.3 on all work in business and accountancy are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Business" or "Honors in Accountancy." For additional information, interested students should consult a member of the faculty of the School of Business and Accountancy.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper 5 percent of the junior class or the upper 10 percent of the senior class.

Courses of Instruction

Business

201. Business Statistics. (4) Techniques of analysis of numerical data, including descriptive statistics, probability theory, sampling theory, statistical inference, chi-square analysis, analysis of variance, and regression and correlation analysis.

203. Quantitative Applications. (4) This course emphasizes the understanding and application of quantitative tools for managerial decision-making. Specific tools covered include linear programming, transportation, assignment problems, decision analysis, program evaluation and review technique, Markov analysis, and queuing models. P—Business 201.

211. Organizational Theory and Behavior. (4) The study of macro and micro organizational design—structure, processes, development, climate, behavior, and performance evaluations.

212. Human Resource Management. (4) The application of concepts from Business 211 to human resource problems faced by general managers and their organizations. Activities include class discussions, case analyses, and projects. P—Business 211.

213. Entrepreneurship. (4) The course is designed to acquaint the student with the scope, current trends and elements of entrepreneurship. Students will study new business opportunities and will design a business plan for a new business start-up concept. Topics covered will include the entrepreneurship environment including entrepreneurial personalities, assessing new ventures including financial planning, sources of capital, managing entrepreneurial growth, marketing and marketing research, and legal issues of entrepreneurship. P—Business 211, 221, and 231.

214. Labor Policy. (4) A study of selected topics in labor-management relations in both the business and the public sector from the view of labor, management, and the public. P—Business 211.

215. International and Comparative Management. (2,4) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles employed by managers in an international context. The course focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150.

222. Marketing Strategy. (4) Managerial techniques in planning and executing marketing programs in business and nonbusiness organizations. Emphasis is on the group experience in decision-making related to market segmentation, product innovation and positioning, channels of distribution, pricing, and promotion. Extensive use of cases, readings, and team presentations. P—Business 201 and 221.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221 and senior standing.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Buyer Behavior. (4) Study of interdisciplinary behavioral science findings in buying decision processes and application of this knowledge to the design of marketing strategies and to the development of creative communication programs. P—Business 221.

226. Retail Management. (4) This course is designed to acquaint the student with the scope, current trends and elements of retail management. Topics covered will include market structure of retailing, consumer behavior and retail strategy, changing retail institution types, merchandising strategies, basic financial tools essential to retail profitability and current research in retailing. P—Business 221.

231. Principles of Finance. (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or non-profit organization. P—Accounting 112 and Economics 150.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

233. Investment Analysis. (4) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks and bonds applying both fundamental and

technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.

234. Multinational Financial Management. (4) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.

237. Taxes and Their Role in Business and Personal Decisions. (4) A review of the basic principles of income, property, sales, and payroll-related taxes and an examination of their impact on business and personal decisions. Introduction to tax return preparation and tax planning techniques. Not open to accounting majors; credit not granted for both Business 237 and Accounting 271. P—Accounting 112.

241. Production and Operations Management. (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

242. International Operations Management. (2) This course represents a relatively new dimension in the field of production and operations management. It is intended to introduce the student to the international aspects of managing manufacturing service operations drawing on relatively modest amount of literature—books, articles, and cases that have recently accumulated. The following topics will be covered: international exchange rates, international logistics, international facility location decisions, international sourcing, joint manufacturing ventures and their strategic implications and performance analysis of multinational production systems. P—Business 241.

251. Management Information Systems. (4) Study of the development, design, and implementation of management information systems with introduction to the terminology, concepts, and trends in computer hardware and software.

252. Advanced Topics in Information Technology. (2) The course will focus on a more in-depth coverage of information technology topics including telecommunications/network management, expert systems and database management. Students will gain hands-on experience with database and expert systems software. Exposure to other computer-based applications such as business graphics will be included. Assignments will emphasize managerial decision making. P—Business 251.

253. Global Information Systems Issues. (2) The course will focus on managerial and technological information systems issues from a global perspective. The role of information technology in a changing international business environment and the relevant cultural, political, legal, and economic implications for the multinational IS manager will be incorporated. P—Business 251.

261. Legal Environment of Business. (4) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, international, and

ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

270. Business Law. (4) A study of substantive law topics applicable to business transactions including property (personal, real and intellectual), contracts/UCC sales, agency and business organizations. P—Business 261.

271. Business Policy. (4) A study of strategic planning and implementation in business policy formulation. Emphasis is placed on case study analysis of domestic and international business situations. Methods of solution include basic principles of strategic planning and the use of computer simulations. P—Business 211, 221, 231, and 241.

275. Business Law for Accountants. (2) Continued study of law applicable to business transactions with emphasis on areas with auditing and accounting implications. P—Business 261.

281. Reading and Research. (2,3, or 4) Directed study in specialized areas of business. P—Permission of instructor.

290. International Management Study Tour. (4) An experiential learning course which provides students an opportunity to learn about management decisions and practices in selected Pacific Rim countries. A guided tour of manufacturing plants and home offices of foreign companies and American companies with branches located in the Far East. Background readings and assignments are required prior to the trip, and a subsequent paper (including library research) analyzing a topic from the tour also is expected. P—Business 211 and permission of instructor. *Offered in the summer.*

291. International Marketing Field Study. (4) An experiential learning journey to a foreign setting to conduct an in-depth study of marketing functions and practices. A guided tour of plants and offices of local and multinational companies will be provided in the selected foreign countries. Background readings and research are required prior to the class trip. An investigation designed by the student is carried out during the trip and an evaluative paper follows. P—Business 221 and permission of instructor. *Offered in the summer.*

292. International Finance Study Tour. (4) An experiential learning course which provides students with an opportunity to learn about international financial institutions, policies, and practices in overseas financial centers. The students will visit international banks, as well as the multinational manufacturing firms with global financial operations. Background readings and assignments are required prior to the trip, and a subsequent paper (including library research) analyzing a topic from the tour will also be required. P—Business 231 and permission of the instructor. *Offered in the summer.*

Accountancy

110. Introduction to Financial and Managerial Accounting. (4) Basic accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors, and managers of business enterprises. Open only to juniors

and seniors not majoring in business or accountancy. Cannot be substituted for Accounting 111.

111. Accounting Principles I. (4) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements. Sophomore standing.

112. Accounting Principles II. (4) A continuation of Accounting 111 and an introduction to management accounting. P—Minimum of C in Accounting 111.

211. Intermediate Accounting I. (4) A detailed analysis of theory and related problems for typical accounts in published financial statements. P—Minimum of C in Accounting 112.

212. Intermediate Accounting II. (4) A continuation of Accounting 211. P—Minimum of C in Accounting 211.

252. Management Accounting. (4) Advanced study of management accounting, including budgeting, product-costing, cost allocation, standard costs, transfer-pricing, differential analysis, cost-behavior analysis, and emerging issues. P—Minimum of C in Accounting 112.

253. Accounting Information Systems. (2) A study of the design and operation of accounting systems relating to the functions of purchasing, production, sales, and cash management. Emphasis is placed upon the necessary controls for reliable data. P—Accounting 252 and Business 251.

254. Accounting in the Not-for-Profit Sector. (2) A study of the accounting practices and financial reporting standards of governmental and not-for-profit organizations. P—Accounting 211.

261. Advanced Accounting Problems. (4) A study of the concepts and theories of accounting for business combinations, consolidated financial statements, international transactions and holdings, and partnerships. Interim and segment reporting are also examined. P—Minimum of C in Accounting 212.

271. Income Tax Accounting I. (4) A survey of basic income tax concepts associated with individuals, partnerships, corporations, estates, and trusts. Introduction to tax research and planning. P—Minimum of C in Accounting 212.

272. Income Tax Accounting II. (2) A survey of basic income tax concepts associated with corporations; review of current changes in the federal income tax law. P—Accounting 271.

273. Auditing. (4) Examination of basic auditing concepts and relationships, and the auditor's reporting and professional responsibilities. Study of auditing procedures commonly used in public accounting and internal auditing. P—Accounting 212 and Accounting 253.

275. CPA Review-Accounting Practice and Theory. (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P—Accounting 252 and 261.

278. Reading and Research. (2,3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

290. International Accounting. (4) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students will participate in a study tour of several selected countries and will gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments are required prior to the tour, and a paper analyzing an issue related to the tour must be completed after the tour. P—Accounting 211 and permission of the instructor. *Offered in the summer.*

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The side patio of the Benson University Center

Enrollment

Fall 1991

The Undergraduate Schools	Men	Women	Total
Seniors	469	399	868
Juniors	503	423	926
Sophomores	438	423	861
Freshmen	485	445	930
Unclassified	14	51	65
Total Undergraduate	**1,909**	**1,741**	**3,650**
The Graduate School *(Reynolda Campus)*			
Master's Program	127	174	301
Doctoral Program	32	9	41
Unclassified	32	47	79
Total	191	230	421
The Graduate School *(Hawthorne Campus)*			
Master's Program	2	4	6
Doctoral Program	42	45	87
Unclassified	0	4	4
Total	44	53	97
Total Graduate	**235**	**283**	**518**
The School of Law	256	207	463
The Babcock Graduate School of Management			
Resident Program	165	49	214
Executive Program	77	15	92
Evening Program	132	63	195
Total	374	127	501
The Bowman Gray School of Medicine	294	139	433
Allied Health Programs	40	74	114
Total	334	213	547
Total Professional Schools	**964**	**547**	**1,511**
University Total	**3,108**	**2,571**	**5,679**

Geographic Distribution — Undergraduates

	Men	*Women*	*Total*
Alabama	15	20	35
Alaska	0	1	1
Arizona	2	1	3
Arkansas	2	2	4
California	17	5	22
Colorado	4	5	9
Connecticut	40	29	69
Delaware	13	15	28
District of Columbia	2	2	4
Florida	109	97	206
Georgia	144	124	268
Hawaii	0	1	1
Illinois	29	16	45
Indiana	8	17	25
Iowa	2	2	4
Kansas	4	1	5
Kentucky	23	19	42
Louisiana	5	12	17
Maine	9	1	10
Maryland	70	89	159
Massachusetts	36	22	58
Michigan	6	4	10
Minnesota	5	3	8
Mississippi	8	12	20
Missouri	12	10	22
Montana	1	1	2
Nebraska	4	2	6
New Hampshire	2	5	7
New Jersey	87	65	152
New Mexico	0	1	1
New York	67	52	119
North Carolina	672	689	1,361
North Dakota	1	1	2
Ohio	51	33	84
Oklahoma	7	2	9
Oregon	1	1	2
Pennsylvania	91	47	138
Rhode Island	4	4	8
South Carolina	83	71	154
South Dakota	1	0	1
Tennessee	51	61	112
Texas	31	20	51
Utah	1	1	2

	Men	*Women*	*Total*
Vermont	2	4	6
Virginia	113	115	228
Washington	3	0	3
West Virginia	32	30	62
Wisconsin	1	5	6
Wyoming	1	1	2
Other Countries			
Bolivia	1	0	1
Brazil	1	1	2
British Virgin Islands	1	0	1
Bulgaria	0	1	1
Canada	3	2	5
China	0	2	2
France	1	2	3
Germany	2	1	3
Greece	1	0	1
Iceland	2	0	2
India	1	2	3
Italy	0	1	1
Jamaica	2	0	2
Japan	1	2	3
Lesotho	0	1	1
Mexico	1	0	1
Netherlands	2	0	2
Pakistan	3	0	3
Panama	1	0	1
Paraguay	1	0	1
Peru	1	0	1
Russia	1	1	2
Saudi Arabia	1	0	1
South Africa	1	0	1
Spain	3	3	6
Sweden	1	0	1
Switzerland	1	0	1
United Kingdom	4	1	5

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LEE RUNION

A view toward the side of the Z. Smith Reynolds Library

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Wake Forest College and Graduate School

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A printmaking class in the Scales Fine Arts Center

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Gillian Lindt, New York, NY

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L. Richardson Preyer, Greensboro
J. Howard Stanback, Chicago, IL

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B. Macon Brewer Jr., New York, NY
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Callie Anne Clark, Hinsdale, IL
Laura M. Elliott, Washington, DC
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School of Business and Accountancy

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Robert F. Watson, Charlotte
William J. Wieners, Winston-Salem
David E. Williams, Greensboro

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The Administration

Date following name indicates year of appointment

University

Thomas K. Hearn Jr. (1983) — *President*
BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt

John P. Anderson (1984) — *Vice President for Administration and Planning*
BS, MS, PhD, Georgia Tech.; MBA, Alabama (Birmingham), PE, N.C., Ala.

Russell E. Armistead Jr. (1976) — *Vice President for Health Services Administration*
BS, Virginia Poly. Inst. and SU; MBA, Wake Forest; CPA, N.C.

Sandra Combs Boyette (1981) — *Vice President for Public Affairs*
BA, UNC-Charlotte; MEd, Converse

David G. Brown (1990) — *Provost*
BA, Denison; MA, PhD, Princeton

Leon H. Corbett Jr. (1968) — *Vice President and Counsel*
BA, JD, Wake Forest

Richard Janeway (1966) — *Executive Vice President for Health Affairs of Wake Forest University*
BA, Colgate; MD, Pennsylvania

G. William Joyner Jr. (1969) — *Vice President for University Relations*
BA, Wake Forest

John G. Williard (1958) — *Vice President for Financial Resource Management and Treasurer*
BS, UNC-Chapel Hill; CPA, N.C.

Edwin Graves Wilson (1946) — *Vice President for Special Projects*
BA, Wake Forest; AM, PhD, Harvard

Kenneth A. Zick (1975) — *Vice President for Student Life and Instructional Resources*
BA, Albion; JD, Wayne State; MLS, Michigan

Laura Christian Ford (1984) — *Associate Provost*
BA, Wake Forest; EdM, JD, Virginia; AM, PhD, Princeton

Samuel T. Gladding (1990) — *Assistant to the President for Special Projects*
BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro

College

Thomas E. Mullen (1957) — *Dean of the College*
BA, Rollins; MA, PhD, Emory

Toby A. Hale (1970) — *Associate Dean*
BA, Wake Forest; MDiv, Duke; EdD, Indiana

William S. Hamilton (1983) — *Associate Dean*
BA, MA, PhD, Yale

Patricia Adams Johansson (1969) — *Associate Dean*
BA, Winston-Salem State;
MA, Wake Forest

Graduate School

Gordon A. Melson (1977) — *Dean of the Graduate School*
BS, PhD, Sheffield (England)

School of Law

Robert K. Walsh (1989) — *Dean of the School of Law*
BA, Providence; JD, Harvard

H. Miles Foy III (1984) — *Associate Dean, Academic Affairs*
BA, UNC-Chapel Hill; MA, Harvard;
JD, Virginia

James Taylor Jr. (1983) — *Associate Dean, External Affairs, and Director of Clinical Programs*
BA, JD, UNC-Chapel Hill

Carol B. Anderson (1985) — *Associate Director of Clinical Programs*
BA, JD, Duke

Carrie C. Bullock (1987) — *Director of Placement*
BA, Wake Forest

Rachel L. Hilbun (1984) — *Assistant Director of Admissions and Financial Aid*
BA, Wake Forest

Jean K. Holmes (1985) — *Activities Coordinator*

Jean K. Hooks (1970) — *Director of Computer Services and Administration*

Sally A. Irvin (1984) — *Associate Director of Computer Services*
BA, JD, Stetson; MA,
South Carolina; MLS, South Florida

LeAnn P. Joyce (1977) — *Registrar*
BMu, Salem

Linda J. Michalski (1983) — *Director of Professional and Public Relations*
BS, UNC-Greensboro

Melanie E. Nutt (1969) — *Director of Admissions and Financial Aid*

Deborah Leonard Parker (1984) — *Director of Legal Research and Writing*
BA, MA, UNC-Greensboro;
JD, Wake Forest

Ronald M. Price (1989) — *Assistant Director of Continuing Legal Education*
AB, Guilford; JD, Wake Forest

Lloyd K. Rector (1984) — *Director of Continuing Legal Education*
BS, JD, Wake Forest

Babcock Graduate School of Management

John B. McKinnon (1989) — *Dean of the Babcock Graduate School of Management*
AB, Duke; MBA, Harvard

James M. Clapper (1975) — *Associate Dean*
BS, MS, Rensselaer Poly. Inst.;
PhD, Massachusetts (Amherst)

James G. Ptaszynski (1984) — *Associate Dean*
BA, PhD, UNC-Chapel Hill; MS, Shippensburg

Jean B. Hopson (1970) — *Assistant Dean, Registrar, and Director of Babcock Library*
BS, Murray State; MA in LS, George Peabody;
MBA, Wake Forest; PhD, Vanderbilt

Thomas M. Brinkley (1991) — *Director of Executive Education*
BA, MAT, UNC-Chapel Hill;
MBA, Wake Forest

Patricia B. Lowder (1988) — *Director of External Relations and Publications*
BS, Virginia

C. Michael LoPiano (1991) — *Director of Admissions and Financial Aid*
BBA, George Washington,
MBA, Wake Forest

Coleen J. Sullivan (1988) — *Director of Career Planning and Placement*
BA, Denison; MS, Indiana

Bowman Gray School of Medicine

Richard Janeway (1966) — *Executive Vice President for Health Affairs of Wake Forest University and Executive Dean*
BA, Colgate; MD, Pennsylvania

Russell E. Armistead Jr. (1976) — *Vice President for Health Services Administration and Associate Dean for Administrative Services*
BS, Virginia Poly. Inst. and SU;
MBA, Wake Forest

James N. Thompson (1979) — *Associate Dean*
BA, DePauw; MD, Ohio State

Eugene W. Adcock III (1989) — *Associate Dean for Professional Affairs*
BS, Davidson; MD, Wake Forest

John D. Tolmie (1970) — *Associate Dean for Academic Affairs*
BA, Hobart; MD, McGill

William C. Park Jr. (1973) — *Assistant Dean for Clinical Services*
BS, The Citadel; MBA, Wake Forest

B. Hofler Milam (1981) — *Assistant Dean for Planning and Resource Management*
BS, Wake Forest

J. Kiffin Penry (1979) — *Senior Associate Dean for Research Development*
BS, MD, Wake Forest

Lawrence D. Smith (1983) — *Associate Dean for Research Development*
BS, MS, Illinois

Patricia L. Adams (1979) — *Associate Dean for Student Affairs*
BA, Duke; MD, Wake Forest

Michael R. Lawless (1974) — *Deputy Associate Dean for Student Affairs*
BA, Texas (Austin); MD,
Texas Medical Branch (Galveston)

Lewis H. Nelson III (1976) — *Associate Dean for Admissions*
BS, North Carolina State;
MD, Wake Forest

James C. Leist (1974) — *Associate Dean for Continuing Education*
BS, Southeastern Missouri State;
MS, EdD, Indiana

Paul M. LoRusso (1987) — *Associate Dean for Information Services*
BS, Syracuse; MBA, Florida State

J. Dennis Hoban (1978) — *Director of the Office of Educational Research and Services*
BA, Villanova; MS, EdD, Indiana

David P. Friedman (1990) — *Assistant Dean for Basic Science Research Development*
BS, Pittsburgh; MS, PhD, New York
Medical College

Julie M. Watson (1991) — *Assistant Dean for Research Administration*
BA, Coe; MA, Johns Hopkins

Velma G. Watts (1983) — *Director of Minority Affairs*
BS, MA, North Carolina A&T;
MEd, UNC-Chapel Hill; PhD, Duke

Michael D. Sprinkle (1972) — *Librarian*
BA, MSLS, UNC-Chapel Hill

School of Business and Accountancy

Thomas C. Taylor (1971) — *Dean of the School of Business and Accountancy*
BS, MA, UNC-Chapel Hill;
PhD, Louisiana State; CPA, N.C.

Michael Thompson (1990) — *Assistant Dean*
BA, JD, UNC-Chapel Hill

Stephen Ewing (1971) — *Coordinator of Business Program*
BS, Howard Payne; MBA, Baylor;
PhD, Texas Tech

Dale R. Martin (1982) — *Coordinator of Accountancy Program*
BS, MS, Illinois State; DBA, Kentucky

Summer Session

Lula M. Leake (1964) — *Dean of the Summer Session*
BS, Louisiana State;
MRE, Southern Baptist Theo. Seminary

Planning and Administration

John P. Anderson (1984) — *Vice President for Administration and Planning*
BS, MS, PhD, Georgia Tech.;
MBA, Alabama (Birmingham)

Ross A. Griffith (1966) — *Assistant Vice President for Administration and Planning*
BS, Wake Forest; MEd, UNC-Greensboro

Larry R. Henson (1981) — *Assistant Vice President for Data Services*
BA, Berea; MS, Missouri (Rolla)

Lula M. Leake (1964) — *Assistant Vice President for Administration and Planning*
BS, Louisiana State;
MRE, Southern Baptist Theo. Seminary

James L. Ferrell (1975) — *Director of Personnel*
BA, UNC-Chapel Hill;
MS, Virginia Commonwealth

W. Derald Hagen (1978) — *Assistant Controller*
BS, Virginia Poly. Inst. and SU

Carlos O. Holder (1969) — *Controller and Assistant Treasurer*
BBA, MBA, Wake Forest

James W. Kausch (1986) — *Purchasing Coordinator*
BA, Wake Forest

Margaret R. Perry (1947) — *Registrar*
BS, South Carolina

C. Monroe Whitt (1986) — *Director of the Physical Facilities*
MBA, Wake Forest

Legal Department

Leon H. Corbett Jr. (1968) — *Vice President and Counsel*
BA, JD, Wake Forest

J. Reid Morgan (1980) — *University Counsel*
BA, JD, Wake Forest

Donna H. Hamilton (1988) — *Assistant University Counsel*
AB, Drury; JD, Wake Forest

Beverly C. Moore (1989) — *Assistant University Counsel*
BA, Mount Holyoke; JD, Wake Forest

Student Life

Kenneth A. Zick (1975) — *Vice President for Student Life and Instructional Resources*
BA, Albion; JD, Wayne State; MLS, Michigan

Harold R. Holmes (1987) — *Dean of Student Services*
BS, Hampton; MBA, Fordham

Mary T. Beil (1985) — *Director of the Benson University Center*
BA, Hiram; MEd, Kent State

Mark A. Hall (1987) — *Associate Director of the Benson University Center*
BA, Wake Forest; MEd, UNC-Greensboro

Edgar D. Christman (1956, 1961) — *University Chaplain*
BA, JD, Wake Forest; BD, Southeastern Baptist Theo. Seminary; STM, Union Theo. Seminary

William C. Currin (1988) — *Director of Career Services*
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary

Jessica B. Pollard (1988) — *Assistant Director of Career Services*
BS, Fisk; MA, North Carolina Central

Ernest M. Wade (1986) — *Director of Minority Affairs*
BS, Johnson C. Smith; MS, Wisconsin;
PhD, Michigan State

Dennis Gregory (1986) — *Director of Residence Life and Housing*
AA, Ferrum; BA, James Madison;
MA, EdD, Virginia

Connie L. Carson (1986) — *Associate Director of Residence Life and Housing*
BS, MEd, North Carolina State

Daniel J. Bertsos (1990) — *Associate Director of Residence Life and Housing*
BA, Central Michigan;
MA, Miami University of Ohio

Michael Ford (1981) — *Director of Student Development*
BA, Wake Forest;
MDiv, Gordon-Conwell Theo. Seminary

Natascha L. Romeo (1990) — *Health Educator*
BA, South Carolina;
MEd, UNC-Greensboro

Cecil D. Price (1991) — *Director of the Student Health Service*
BS, MD, Wake Forest

Sylvia T. Bell — *Assistant Director-Administration of Student Health Service*
RN, N.C. Baptist Hosp. School of Nursing

Marianne A. Schubert (1977) — *Director of the University Counseling Center*
BA, Dayton;
MA, PhD, Southern Illinois

Sandra L. Chadwick (1989) — *Director of Learning Assistance Program*
BA, BS, Texas (Austin);
MA, Columbia; PhD, Fielding

Chaplain's Office

Edgar D. Christman (1954) — *Chaplain*
BA, JD, Wake Forest; MDiv, Southeastern Baptist Theo. Seminary; STM, Union Theo. Seminary

David L. Fouché (1982) — *Assistant Chaplain and Baptist Campus Minister*
BA, Furman; MDiv,
Southeastern Baptist Theo. Seminary

Institutional Research

Ross A. Griffith (1966) — *Director of Institutional Research*
BS, Wake Forest; MEd, UNC-Greensboro

Margaret R. Perry (1947) — *Registrar*
BS, South Carolina

Hallie S. Arrington (1977) — *Associate Registrar*
BA, MAEd, Wake Forest

Susan C. Hunter (1984) — *Assistant Director of Institutional Research*
BS, Louisville

Judy G. Walker (1986) — *Assistant Registrar*
BA, Wake Forest

Data Services

Larry R. Henson (1981) — *Assistant Vice President for Data Services*
BA, Berea; MS, Missouri (Rolla);
MBA, Wake Forest

Buck Bayliff (1988) — *Director of Communication Services*
BA, Elon

D. Jean Seeman (1977) — *Academic Computing Manager*
BA, Wake Forest; MS, PhD, Georgia

Ken L. Carmack (1983) — *Administrative Computing Manager*

Jay L. Dominick (1991) — *Network/Operations Manager*
BS, UNC-Chapel Hill; MA, Georgetown

Jeri Nelson (1985) — *Microcomputer Center Business Manager*
BS, UNC-Greensboro

Tim Covey (1988) — *Microcomputer Technical Coordinator*
BA, Wake Forest

Admissions and Financial Aid

William G. Starling (1958) — *Director of Admissions and Financial Aid*
BBA, Wake Forest

Thomas O. Phillips (1982) — *Associate Director of Admissions and Scholarship Officer*
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill

Martha Blevins Allman (1982) — *Associate Director of Admissions*
BA, Wake Forest

Steven Brooks (1989) — *Associate Director of Financial Aid*
BA, MA, EdD, UNC-Chapel Hill

Wayne E. Johnson (1985) — *Assistant Director of Financial Aid*
BA, Northwestern; JD, Wake Forest

Karen B. Grogan (1988) — *Assistant Director of Admissions*
BA, Randolph Macon

Robert P. Jackson (1989) — *Assistant Director of Admissions*
BA, Virginia Poly. Inst. and SU

Jane E. O'Sullivan (1991) — *Assistant Director of Admissions*
BA, Wake Forest

Elizabeth A. Bilyeu (1990) — *Admissions Counselor*
BA, Wake Forest

K. Brooke Fenderson (1991) — *Admissions Counselor*
BA, Wake Forest

Nevan A. Fisher (1991) — *Admissions Counselor*
BA, Wake Forest

Timothy M. McConnell (1990) — *Admissions Counselor*
BA, Wake Forest

Career Services

William C. Currin (1988) — *Director of Career Services*
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary

Susan Brooks (1989) — *Director of Internships and Experiential Learning Programs*
BA, Lenoir-Rhyne; MAEd, Wake Forest;
MBA, UNC-Chapel Hill;
MDiv, Iliff School of Theology

Jessica B. Pollard (1988) — *Assistant Director of Career Services*
BS, Fisk; MA, North Carolina Central

Public Affairs

Sandra Combs Boyette (1981) — *Vice President for Public Affairs*
BA, UNC-Charlotte; MEd, Converse

T. Cleve Callison (1982) — *WFDD Station Manager*
BA, Duke; MA, PhD, Wisconsin (Madison)

Kevin P. Cox (1990) — *Assistant Director, Media Relations*
BA, East Texas State; MA, Wake Forest

Brian H. Eckert (1990) — *Director of Media Relations*
BA, Wake Forest

David W. Fyten (1991) — *University Editor*
BA, Minnesota; MA, Iowa; MFA, Iowa

Teresa Brown Grogan (1976) — *Printing Services Manager*

Cherin Chewning Poovey (1987) — *Director of Publications and Associate University Editor*
BA, UNC-Chapel Hill

Bernard H. Quigley (1989) — *Staff Writer*
BA, Massachusetts

Jim A. Steele (1987) — *Media Relations Officer*
BA, Wake Forest

University Relations

G. William Joyner Jr. (1969)
BA, Wake Forest
Vice President for University Relations

Robert T. Baker (1978)
BA, MS, George Peabody (Vanderbilt)
Assistant Vice President and Director of Development

Julius H. Corpening (1969)
BA, Wake Forest; BD, Southern Baptist Theo. Seminary
Assistant Vice President for University Relations

Robert D. Mills (1972)
BA, MBA, Wake Forest
Assistant Vice President and Director of Capital Campaign

Minta Aycock McNally (1978)
BA, Wake Forest
Assistant to the Vice President for University Relations

Elizabeth K. Blanchard (1991)
AB, Randolph-Macon
Director of Law Alumni and Development

Dorothy Bryan (1990)
BA, Wake Forest
Director of Prospect Research

James R. Bullock (1985)
BA, Wake Forest
Director of Capital Support

Cathy B. Chinlund (1986)
BS, East Carolina
Manager of Support Services

R. Kriss Dinkins (1990)
BA, Wake Forest
Director of Corporate Relations

Scott K. DuBois (1989)
BA, Wake Forest
Director of Alumni and Parent Programs

John W. Gillon (1990)
BA, Wake Forest
Director of Babcock Alumni Development

Kerry M. King (1989)
BA, Wake Forest
Staff Writer

Kay Doenges Lord (1985)
BA, Wake Forest
Director of Alumni Activities

Sheila Massey (1986)
BA, Winston-Salem State
Gift Stewardship

Sonja Harvey Murray (1990)
BA, MBA, Wake Forest
Director of College Fund

Joanne F. O'Brien (1989)
BS, Wake Forest
Director of Foundation Relations

Allen H. Patterson Jr. (1987)
BS, Wake Forest
Director of Planned Giving

Katherine Rand (1990)
BA, Wake Forest; MA, UNC-Greensboro
Director of Reunion Programs

Robert Spinks (1989) — *Director of Development for Divinity School*
BA, Furman; MRE, New Orleans Theo. Seminary; MA, Iowa

Claudia A. Stitt (1978) — *Director of Records and Support Services*
BS, East Tennessee State

Kellie Tabor (1991) — *Development Associate*
BA, Wake Forest

James G. Welsh Jr. (1987) — *Associate Director of Alumni Activities*
BA, Wake Forest

Bruce A. Young (1991) — *Alumni Activities Officer*
BA, Wake Forest

Graylyn Conference Center

Thomas P. Gilsenan (1985) — *General Manager and Director of the Graylyn Conference Center*
BS, California (Berkeley)

Jane Rachlin (1979) — *Assistant Director*

Financial Resource Management

John G. Williard (1958) — *Vice President for Financial Resource Management and Treasurer*
BS, UNC-Chapel Hill; CPA, N.C.

Richard T. Clay (1956) — *Director of University Stores*
BBA, Wake Forest

Richard D. Whisnant (1960) — *Assistant Director, University Stores*
BBA, Wake Forest

Barry C. Schline — *Real Estate Manager*
BBA, Notre Dame; MBA, New Haven

Libraries

Rhoda K. Channing (1989) — *Director of the Z. Smith Reynolds Library*
BA, Brooklyn; MS in LS, Columbia; MBA, Boston College

Charles M. Getchell Jr. (1986) — *Assistant Director of the Z. Smith Reynolds Library*
BA, Tulane; MA, Mississippi; MLS, Texas

John Via (1977) — *Assistant Director of the Z. Smith Reynolds Library*
BA, Virginia; MS in LS, UNC-Chapel Hill

Thomas M. Steele (1985) — *Director of Law Library Services*
BA, Oklahoma State; MLS, Oregon; JD, Texas

Jean B. Hopson (1970) — *Director of the Babcock Graduate School of Management Library*
BS in Ed, Murray State; MS in LS, George Peabody (Vanderbilt); MBA, Wake Forest; PhD, Vanderbilt

Michael D. Sprinkle (1972) — *Director of the Coy C. Carpenter Library, Bowman Gray School of Medicine*
BA, MS in LS, UNC-Chapel Hill

Athletics

G. Eugene Hooks (1956) — *Director of Athletics*
BS, Wake Forest; MEd, UNC-Chapel Hill;
EdD, George Peabody (Vanderbilt)

Dianne Dailey (1988) — *Director of Women's Athletics*
BA, Salem; MEd, North Carolina State

Wake Forest University Theater

Harold C. Tedford (1965) — *Director of the University Theater*
BA, Ouachita; MA, Arkansas;
PhD, Louisiana State

Donald H. Wolfe (1968) — *Associate Director of Theater*
BS, MS, Southern Illinois; PhD, Cornell

Mary R. Wayne (1980) — *Theater Designer*
BFA, Pennsylvania State; MFA, Ohio State

Jonathan H. Christman (1983) — *Technical Director*
AB, Franklin and Marshall;
MFA, Massachusetts

John E. R. Friedenberg (1988) — *Theater Manager*
BA, Wake Forest; MFA, Carnegie-Mellon

Patricia W. Toole (1990) — *Director of Theater Speech*
AB, Smith; MA, Wake Forest

Other Administrative Offices

James P. Barefield (1963) — *Coordinator of the Honors and the Venice Programs*
BA, MA, Rice; PhD, Johns Hopkins

Mary Jane Berman (1986) — *Director/Curator of the Museum of Anthropology*
BA, Harpur; MA,
PhD, SUNY (Binghamton)

Nicholas B. Bragg (1970) — *Executive Director of the Reynolda House Museum of American Art*
BA, Wake Forest

Julie Cole (1988) — *Director of Research and Sponsored Programs*
BS, MA, Appalachian

Gloria E. Cooper (1987) — *Director of Equal Opportunity/ Affirmative Action*
BA, Maryland

Mary K. DeShazer (1982) — *Coordinator of Women's Studies*
BA, Western Kentucky; MA, Louisville;
PhD, Oregon

Thomas M. Elmore (1962) — *Director of Counseling Program*
BA, Wake Forest; MA, George Peabody;
PhD, Ohio State

Victor Faccinto (1978) — *Director of the Art Gallery*
BA, MA, California State (Sacramento)

Richard P. Faude (1986) — *Head of Information Technology Center* (Z. Smith Reynolds Library)
BA, Wake Forest; MFA, Montana State

Susan L. Faust (1991) — *Assistant to the Vice President for Special Projects*
BA, Ma, Arkansas (Fayetteville)

Brian Gorelick (1984) — *Director of Choral Ensembles*
BA, Yale; MM, Wisconsin (Madison); DMA, Illinois

David W. Hadley (1966) — *Coordinator of the London Program*
BA, Wake Forest; AM, PhD, Harvard

Win-chiat Lee (1983) — *Coordinator of Asian Studies*
BA, Cornell; PhD, Princeton

Patrick E. Moran (1989) — *Coordinator of East Asian Languages and Literatures*
BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania

Martin Province (1982) — *Assistant Director of Instrumental Ensembles and Director of Bands*
BA, Wake Forest; MM, Colorado

Richard D. Sears (1964) — *Director of International Studies*
BA, Clark; MA, PhD, Indiana

Judith K. Shannon (1980) — *Adviser to International Students*

Martine Sherrill (1985) — *Curator of Slides and Prints*
BFA, UNC-Greensboro

Robert N. Shorter (1958) — *Coordinator of Humanities and Director of Program of Academic Support Services*
BA, Union; MA, PhD, Duke

Ross Smith (1984) — *Debate Coach*
BA, Wake Forest

George William Trautwein (1983) — *Director of Instrumental Ensembles and the Secrest Artists Series*
BMus, Oberlin; MMus, Cleveland Inst. of Music; MusD, Indiana

Robert L. Utley Jr. (1978) — *Director of the Tocqueville Forum*
BA, Wake Forest; MA, PhD, Duke

Jody L. Walker (1986) — *Study Abroad Coordinator* (International Studies)
BA, Virginia Poly. Inst. and SU

The Undergraduate Faculties

Date following name indicates year of appointment.

John M. Aho (1988) — *Adjunct Assistant Professor of Biology*
BA, MA, Wake Forest; PhD, Exeter (England)

Helen W. Akinc (1987) — *Adjunct Instructor in Business*
BA, UNC-Chapel Hill; (School of Business and Accountancy)
MBA, SUNY (Binghamton) (Part-time)

Umit Akinc (1982) — *Associate Professor of Business*
BS, Middle East Tech. University (School of Business and Accountancy)
(Ankara); MBA, Florida State; PhD, UNC-Chapel Hill

Gary R. Albrecht (1987, 1990) — *Adjunct Associate Professor of Economics*
BA, Tulane; MA, PhD, Indiana

Jane W. Albrecht (1987) — *Assistant Professor of Romance Languages*
BA, Wright State; MA, PhD, Indiana (Spanish; Leave, 1991-92)

William T. Alderson (1990) — *Adjunct Professor of History*
AB, Colgate; MA, PhD, Vanderbilt (Part-time)

Brian Allen (1977) — *Lecturer in Art History (London)*
BA, East Anglia; MA, PhD, London (Department of Art, Part-time)

Edward E. Allen (1991) — *Assistant Professor of Mathematics*
BS, Brigham Young, MA, PhD, California (San Diego)

Eva M. Allen (1990) — *Instructor in Mathematics*
BS, Gardner-Webb; MA, Wake Forest

Nina Stromgren Allen (1984) — *Associate Professor of Biology*
BS, Wisconsin; MS, PhD, Maryland

Ralph D. Amen (1962) — *Professor of Biology*
BA, MA, Northern Colorado; MBS, PhD, Colorado

Gunnar Anderson (1990) — *Assistant Professor of Romance Languages*
BA, Lawrence; MA, Northwestern; PhD, Chicago (Spanish)

Paul R. Anderson (1990) — *Assistant Professor of Physics*
BS, Wisconsin (Madison); MA, PhD,
California (Santa Barbara)

John L. Andronica (1969) — *Professor of Classical Languages*
BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins

Maya Angelou (1982) — *Reynolds Professor of American Studies*
LittD, Smith, Lawrence, Columbia College
(Chicago), Atlanta, Wheaton; LHD, Mills, Wake
Forest, Occidental, Arkansas, Claremont, Kean

Guy M. Arcuri (1989) — *Instructor in Romance Languages*
BA, North Carolina State; MA, UNC-Chapel Hill (Spanish)

E. Pendleton Banks (1954) — *Professor of Anthropology*
BA, Furman; AM, PhD, Harvard

Sarah E. Barbour (1985) — *Assistant Professor of Romance Languages* (French)
BA, Maryville; MA, Paris; PhD, Cornell

Janice B. Bardsley (1989) — *Assistant Professor of Japanese* (East Asian Languages and Literatures)
BA, California (Davis);
MA, PhD, California (Los Angeles)

James P. Barefield (1963) — *Professor of History*
BA, MA, Rice; PhD, Johns Hopkins

Bernadine Barnes (1989) — *Assistant Professor of Art*
BA, Illinois (Urbana-Champaign);
MA, Pittsburgh; PhD, Virginia

Richard C. Barnett (1961) — *Professor of History*
BA, Wake Forest; MEd, PhD, UNC-Chapel Hill

Phillip G. Batten (1991) — *Adjunct Assistant Professor of Psychology*
BA, PhD, UNC-Chapel Hill; MA, Yale Divinity School; MA, Wake Forest

John V. Baxley (1968) — *Professor of Mathematics*
BS, MS, Georgia Tech; PhD, Wisconsin

H. Kenneth Bechtel (1981) — *Associate Professor of Sociology* (Leave, Spring 1992)
BA, MA, North Dakota; PhD, Southern Illinois (Carbondale)

Robert C. Beck (1959) — *Professor of Psychology*
BA, PhD, Illinois

S. Douglas Beets (1987) — *Assistant Professor of Accounting* (School of Business and Accountancy)
BS, Tennessee;
MAcc, PhD, Virginia Poly. Inst. and SU

Donald B. Bergey (1978) — *Instructor in Health and Sport Science* (Part-time)
BS, MA, Wake Forest

Mary Jane Berman (1986) — *Director/Curator of the Museum of Anthropology and Assistant Professor of Anthropology*
BA, Harpur;
MA, PhD, SUNY (Binghamton)

Michael J. Berry (1985) — *Associate Professor of Health and Sport Science*
BS, Jacksonville State; MA, Southeastern Louisiana; PhD, Texas A&M

Deborah L. Best (1972, 1978) — *Professor of Psychology*
BA, MA, Wake Forest; PhD, UNC-Chapel Hill

Zanna Beswick (1987) — *Lecturer in Theater (London)* (Department of Theater, Part-time)
BA, Hons, Bristol (England)

Mary Lucy Bivins (1985) — *Adjunct Instructor in Theater* (Part-time)
BA, Salem; MA, Wake Forest

Terry D. Blumenthal (1987) — *Assistant Professor of Psychology* (Leave, Spring 1992)
BS, Alberta (Edmonton); MS, PhD, Florida

Susan Harden Borwick (1982) — *Professor of Music*
BM, BME, Baylor; PhD, UNC-Chapel Hill

Stephen B. Boyd (1985)
BA, Tennessee; MDiv, ThD, Harvard Divinity School
Associate Professor of Religion
(Leave, Spring 1992)

Debra Boyd-Buggs (1989)
BA, Iowa; MA, Rutgers, PhD, Ohio State
Assistant Professor of Romance Languages
(French; Leave, 1991-92)

Anne Boyle (1986)
BA, Wilkes College; MA, PhD, Rochester
Assistant Professor of English
(Leave, Spring 1992)

Robert W. Brehme (1959)
BS, Roanoke; MS, PhD, UNC-Chapel Hill
Professor of Physics

Linda Carter Brinson (1986)
BA, Wake Forest;
MFA, UNC-Greensboro
Lecturer in Journalism
(Department of English, Part-time)

David G. Brown (1990)
AB, Denison; PhD, Princeton
Professor of Economics

Carole L. Browne (1980)
BS, Hartford; PhD, Syracuse
Associate Professor of Biology
(Leave, Fall 1991)

Robert A. Browne (1980)
BS, MS, Dayton; PhD, Syracuse
Associate Professor of Biology
(Leave, Fall 1991)

David B. Broyles (1966)
BA, Chicago; BA, Florida; MA, PhD, California (Los Angeles)
Professor of Politics
(Leave, Fall 1991)
(Venice, Spring 1992)

David P. Bumgarner (1990)
BS, Appalachian
Assistant Professor of Military Science

Julian C. Burroughs Jr. (1958)
BA, Wake Forest; MA, PhD, Michigan
Professor of Speech Communication

Daniel A. Cañas (1987)
BS, Tecnologico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)
Associate Professor of Computer Science

Richard D. Carmichael (1971)
BS, Wake Forest; MA, PhD, Duke
Professor of Mathematics

Christa G. Carollo (1985)
BA, UNC-Greensboro; MA, Duke
Lecturer in German
(Part-time)

Simone M. Caron (1991)
BA, Bridgewater State, MA, Northeastern; PhD, Clark
Assistant Professor of History

John A. Carter Jr. (1961)
BA, Virginia; MA, PhD, Princeton
Professor of English

Stewart Carter (1982)
BME, Kansas; MS, Illinois; PhD, Stanford
Associate Professor of Music

David W. Catron (1963)
BA, Furman; PhD, George Peabody
Associate Professor of Psychology

Sarah S. Catron (1989) — *Visiting Assistant Professor of Psychology* (Part-time)
BA, Furman; MA, George Peabody (Vanderbilt); PhD, UNC-Greensboro

Dorothy J. Cattle (1989) — *Visiting Assistant Professor of Anthropology*
BA, Washington; MA, PhD, New Mexico

Jonathan H. Christman (1983) — *Lecturer in Theater* (Part-time)
AB, Franklin and Marshall; MFA, Massachusetts

David Cody (1990) — *Visiting Assistant Professor of English*
BA, Tufts; MA, PhD, Brown

John E. Collins (1970) — *Professor of Religion*
BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton

William E. Conner (1988) — *Associate Professor of Biology*
BS, Notre Dame; MS, PhD, Cornell

Jule M. Connolly (1985) — *Instructor in Mathematics* (Part-time)
BA, UNC-Chapel Hill; MEd, South Carolina

Leon P. Cook Jr. (1957) — *Associate Professor of Accounting* (School of Business and Accountancy)
BS, Virginia Poly. Inst. & SU; MS, Tennessee; CPA, Arkansas

Nancy J. Cotton (1977) — *Professor of English*
BA, Texas; MA, Wisconsin; PhD, Columbia

Allin F. Cottrell (1989) — *Assistant Professor of Economics*
BA, Oxford (Merton College); PhD, Edinburgh

Brian F. Crisp (1991) — *Assistant Professor of Politics*
BA, Hope College; PhD, Michigan

Patricia M. Cunningham (1978) — *Professor of Education* (Leave, Spring 1992)
BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia

James F. Curran (1988) — *Assistant Professor of Biology*
BAAS, Delaware; MA, PhD, Rice

George B. Cvijanovich (1989) — *Adjunct Professor of Physics*
PhD, Bern (Switzerland)

Dale Dagenbach (1990) — *Assistant Professor of Psychology*
BA, New College; MA, PhD, Michigan State

Mary M. Dalton (1986) — *Instructor in Speech Communication*
BA, Wake Forest; MA, UNC-Greensboro

Thomas B. Dalton III (1990) — *Assistant Professor of Military Science*
BS, Arizona State

Sayeste A. Daser (1978) — *Associate Professor of Business* (School of Business and Accountancy)
BS, Middle East Tech University (Ankara); MS, Ege (Izmir); PhD, UNC-Chapel Hill

Huw M. L. Davies (1983) *Associate Professor of Chemistry*
BSc, University College (Cardiff); PhD, East Anglia

P. Candace Deans (1989) *Assistant Professor of Business*
BS, UNC-Chapel Hill; (School of Business and Accountancy)
MEd, North Carolina State; MBA, East Carolina;
PhD, South Carolina

Mary K. DeShazer (1982, 1987) *Associate Professor of English and Women's Studies*
BA, Western Kentucky;
MA, Louisville; PhD, Oregon

Arun P. Dewasthali (1975) *Associate Professor of Business*
BS, Bombay; MS, PhD, Delaware (School of Business and Accountancy)

Constance L. Dickey (1991) *Assistant Professor of Romance Languages*
BA, Portland State; MA, Washington (French)
(Seattle); PhD, California (Berkeley)

Ronald V. Dimock Jr. (1970) *Professor of Biology*
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara)

Patricia Dixon (1986) *Part-time Instructor in Music*
BM, North Carolina School of the Arts;
MM, UNC-Greensboro

Kevin M. Doak (1989) *Dana Faculty Fellow and*
BA, Quincy College, MA, PhD, Chicago *Assistant Professor of History*

James H. Dodding (1979) *Visiting Lecturer in Theater*
Diploma, Rose Bruford College of Speech and (Spring 1992)
Drama (London); Cert., Birmingham University;
Cert., Westhill Training College (Birmingham);
Diploma, Theater on the Balustrade (Prague)

Thomas E. Dougherty Jr. (1977) *Adjunct Associate Professor of Religion*
BA, Wake Forest; MDiv, PhD, (Part-time)
Southern Baptist Theo. Seminary

Robert H. Dufort (1961) *Professor of Psychology*
BA, PhD, Duke

John S. Dunkelberg (1983) *Associate Professor of Business*
BS, Clemson; (School of Business and Accountancy)
MBA, PhD, South Carolina

John R. Earle (1963) *Professor of Sociology*
BA, Wake Forest; MA, PhD, UNC-Chapel Hill

Eddie V. Easley (1984) *Professor of Business*
BS, Virginia; (School of Business and Accountancy)
MS, PhD, Iowa State

C. Drew Edwards (1980) *Adjunct Associate Professor of Psychology*
BA, Furman; MA, Wake Forest; PhD, Florida State (Part-time)

Bashir El-Beshti (1990) *Assistant Professor of English*
BA, Tripoli University (Libya);
MA, Colorado State; PhD, California (Berkeley)

Leo Ellison Jr. (1957) — *Associate Professor of Health and Sport Science*
BS, MS, Northwestern State

Thomas M. Elmore (1962) — *Professor of Education* (Counseling Psychology) (Department of Education)
BA, Wake Forest;
MA, George Peabody; PhD, Ohio State

Helen V. Emmitt (1991) — *Visiting Assistant Professor of English*
AB, Bryn Mawr; PhD, California (Berkeley)

Gerald W. Esch (1965) — *Professor of Biology*
BS, Colorado College; MS, PhD, Oklahoma

Paul D. Escott (1988) — *Reynolds Professor of History* (Leave, 1991-92)
BA, Harvard; MA, PhD, Duke

Andrew V. Ettin (1977) — *Professor of English*
BA, Rutgers; MA, PhD, Washington (St. Louis)

Herman E. Eure (1974) — *Professor of Biology*
BS, Maryland State; PhD, Wake Forest

David K. Evans (1966) — *Professor of Anthropology*
BS, Tulane; PhD, California (Berkeley)

Robert H. Evans (1983) — *Associate Professor of Education*
BA, Ohio Wesleyan; MS, New Hampshire;
PhD, Colorado

Stephen Ewing (1971) — *Associate Professor of Business* (School of Business and Accountancy)
BS, Howard Payne;
MBA, Baylor; PhD, Texas Tech.

David L. Faber (1984) — *Associate Professor of Art*
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois

Philippe R. Falkenberg (1969) — *Associate Professor of Psychology*
BA, Queens (Ontario); PhD, Duke

Susan L. Faust (1992) — *Adjunct Instructor in Speech Communication* (Part-time)
BA, MA, Arkansas (Fayetteville)

Ramiro Fernández (1987) — *Assistant Professor of Romance Languages* (Spanish)
BA, Miami; MA, Middlebury College
in Madrid; PhD, Temple

David Finn (1988) — *Visiting Instructor in Art* (Part-time)
BS, Cornell; MFA, Massachusetts College of Art

James C. Fishbein (1988) — *Dana Faculty Fellow and Assistant Professor of Chemistry*
BA, Johns Hopkins; PhD, Brandeis

Jack D. Fleer (1964) — *Professor of Politics*
BA, Oklahoma Baptist; MS, Florida State;
PhD, UNC-Chapel Hill

Doyle R. Fosso (1964) — *Professor of English*
AB, Harvard; MA, Michigan; PhD, Harvard

David W. Frauenfelder (1991) — *Visiting Assistant Professor of Classical Languages*
BA, California (Santa Cruz); MA, PhD, UNC-Chapel Hill

Donald E. Frey (1972) — *Professor of Economics*
BA, Wesleyan; MDiv, Yale; PhD, Princeton

John E. R. Friedenberg (1988) — *Lecturer in Theater*
BA, Wake Forest; MFA, Carnegie-Mellon

Mary Lusky Friedman (1987) — *Associate Professor of Romance Languages* (Spanish; Salamanca, Spring 1992)
BA, Wellesley; MA, PhD, Columbia

N. Ganapathisubramanian (1986) — *Assistant Professor of Chemistry*
BS, Madura College (India);
MSc, PhD, Indian Insti. of Technology (Madras)

Cynthia Gentry (1988) — *Visiting Assistant Professor of Sociology*
BA, Frostburg State; MA, PhD, Tulane

J. Whitfield Gibbons (1971) — *Adjunct Professor of Biology*
BS, MA, Alabama; PhD, Michigan State

Michael J. T. Gilbert (1988) — *Assistant Professor of German*
BA, Bucknell; MA, MM, PhD, Wisconsin (Madison)

Samuel T. Gladding (1990) — *Professor of Education*
BA, MAEd, Wake Forest; MA, Yale;
PhD, UNC-Greensboro

David M. Glass (1989) — *Instructor in Romance Languages* (Spanish)
BA, Youngstown State; MA, Wake Forest; MA, Virginia

Kathleen M. Glenn (1974) — *Wake Forest University Professor of Romance Languages* (Spanish)
BA, MA, PhD, Stanford

Thomas S. Goho (1977) — *Associate Professor of Business* (School of Business and Accountancy)
BS, MBA, Pennsylvania State; PhD, UNC-Chapel Hill

Louis R. Goldstein (1979) — *Associate Professor of Music*
BM, Oberlin; MFA,
California Inst. of the Arts; DMA, Eastman

Harold O. Goodman (1958) — *Adjunct Professor of Biology*
BA, MA, PhD, Minnesota

Bobbi M. Goodnough (1987) — *Instructor in Health and Sport Science*
BS, Winthrop; MEd, Toledo

Brian L. Gorelick (1984) — *Director of Choral Ensembles* (Department of Music)
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois

Margaret C. Gregory (1990) — *Visiting Lecturer in Art* (Part-time)
BA, Wellesley; MA, Michigan

David W. Hadley (1966) — *Professor of History*
BA, Wake Forest; AM, PhD, Harvard

William S. Hamilton (1983)
BA, MA, PhD, Yale
Associate Professor of Russian

Claire Holton Hammond (1978)
BA, Mary Washington; PhD, Virginia
Associate Professor of Economics
(London, Spring 1992)

J. Daniel Hammond (1978)
BA, Wake Forest; PhD, Virginia
Professor of Economics
(Leave, Spring 1992)

Philip S. Hammond (1990)
BA, Gettysburg; MS, PhD, Michigan
Visiting Assistant Professor of Chemistry

Phillip J. Hamrick Jr. (1956)
BS, Morris Harvey; PhD, Duke
Professor of Chemistry

Charles Hands (1988)
BS, Winston-Salem State
Assistant Professor of Military Science

James S. Hans (1982)
BA, MA, Southern Illinois; PhD, Washington
Professor of English

Hanna M. Hardgrave (1985)
BA, Brown; MA, PhD, Chicago
Lecturer in Philosophy
(Part-time)

Katy J. Harriger (1985)
BA, Edinboro State; MA, PhD, Connecticut
Associate Professor of Politics

Catherine T. Harris (1980)
BA, Lenoir-Rhyne; MA, Duke: PhD, Georgia
Professor of Sociology

J. Kline Harrison (1990)
BS, Virginia; PhD, Maryland
Assistant Professor of Business
(School of Business & Accountancy)

Negley Boyd Harte (1978)
BS, London School of Economics
Lecturer in History (London)
(Part-time)

Elmer K. Hayashi (1973)
BA, California (Davis);
MS, San Diego State; PhD, Illinois
Professor of Mathematics and Computer Science

Michael David Hazen (1974)
BA, Seattle Pacific;
MA, Wake Forest; PhD, Kansas
Professor of Speech Communication

Terry C. Hazen (1988)
BS, MS, Michigan State; PhD, Wake Forest
Adjunct Professor of Biology

Thomas K. Hearn Jr. (1983)
BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt
Professor of Philosophy

Robert A. Heckman (1991)
BS, PhD, Georgia Tech
Adjunct Professor of Chemistry

Robert A. Hedin (1980)
BA, Luther; MFA, Alaska
Poet-in-Residence
(Department of English; Part-time)

Roger A. Hegstrom (1969)
BA, St. Olaf; AM, PhD, Harvard
Wake Forest University Professor of Chemistry

Amanda C. Heinemann (1991) *Instructor in Education*
BS, UNC-Greensboro; MAEd, Wake Forest

David Helm (1991) *Visiting Assistant Professor of Art*
BA, Ithaca, MFA, Illinois (Chicago)

Robert M. Helm (1940) *Worrell Professor of Philosophy*
BA, Wake Forest; MA, PhD, Duke

J. Edwin Hendricks (1961) *Professor of History*
BA, Furman; MA, PhD, Virginia

Marcus B. Hester (1963) *Professor of Philosophy*
BA, Wake Forest; PhD, Vanderbilt

David A. Hills (1960) *Associate Professor of Psychology*
BA, Kansas; MA, PhD, Iowa

Willie L. Hinze (1975) *Wake Forest University Professor of Chemistry*
BS, MA, Sam Houston State; PhD, Texas A&M

Earl C. Hipp Jr. (1991) *Associate Professor of Business Law*
BA, Wofford, MBA, JD, South Carolina (School of Business and Accountancy)

Kenneth G. Hoglund (1990) *Assistant Professor of Religion*
BA, Wheaton; MA, PhD, Duke

George M. Holzwarth (1983) *Professor of Physics*
BA, Wesleyan; MS, PhD, Harvard

Natalie A. W. Holzwarth (1983) *Associate Professor of Physics*
BS, Massachusetts Inst. of Tech.; PhD, Chicago

Fred L. Horton Jr. (1970) *Albritton Professor of Religion*
BA, UNC-Chapel Hill;
BD, Union Theo. Seminary; PhD, Duke

William L. Hottinger (1970) *Professor of Health and Sport Science*
BS, Slippery Rock; MS, PhD, Illinois

Frederic T. Howard (1966) *Professor of Mathematics*
BA, MA, Vanderbilt; PhD, Duke

Pamela Howland (1989) *Part-time Assistant Professor of Music*
BM, MM, Wisconsin Conservatory of Music;
DMA, Eastman

Paul F. Huck (1989) *Instructor in Economics*
BS, Marquette; MBA, Washington; MA, Northwestern

Stephen J. Huebner (1989) *Adjunct Instructor in Military Science*
BA, William and Mary; MA, Central Michigan

Michael L. Hughes (1984) *Associate Professor of History*
BA, Claremont McKenna; MA, PhD, California (Berkeley)

Charles F. Jackels (1977) *Professor of Chemistry*
BChem, Minnesota; PhD, Washington (Part-time)

Susan C. Jackels (1977) — *Professor of Chemistry*
BA, Carleton; PhD, Washington

Mordecai J. Jaffe (1980) — *Babcock Professor of Botany* (Department of Biology)
BS, City College (New York); PhD, Cornell

Patricia Adams Johansson (1969) — *Lecturer in English*
BA, Winston-Salem State; MA, Wake Forest

David J. John (1982) — *Associate Professor of Mathematics and Computer Science*
BS, Emory and Henry; MS, PhD, Emory

W. Dillon Johnston (1973) — *Professor of English*
BA, Vanderbilt; MA, Columbia; PhD, Virginia

Bradley T. Jones (1989) — *Assistant Professor of Chemistry*
BS, Wake Forest; PhD, Florida

Paul E. Juras (1991) — *Instructor in Accounting* (School of Business and Accountancy)
BBA, MBA, Pace; PhD, Syracuse

Peter Kairoff (1988) — *Assistant Professor of Music*
BA, California (San Diego);
MM, DMA, Southern California

Jay R. Kaplan (1981) — *Adjunct Professor of Anthropology/Psychology*
BA, Swarthmore; MA, PhD, Northwestern

Judith W. Kay (1988) — *Assistant Professor of Religion* (Leave, Spring 1992)
BA, Oberlin; MA, Pacific School of Religion;
PhD, Graduate Theo. Union

Horace O. Kelly Jr. (1987) — *Lecturer in Business* (School of Business and Accountancy)
BA, Baylor

Judy K. Kem (1987) — *Assistant Professor of Romance Languages* (French; Leave, 1991-92)
BA, Western Kentucky; MA, Louisville;
PhD, UNC-Chapel Hill

Charles H. Kennedy (1985) — *Associate Professor of Politics*
BA, Eckerd; AM, MPP, PhD, Duke

Ralph C. Kennedy III (1976) — *Associate Professor of Philosophy*
BA, PhD, California (Berkeley)

William C. Kerr (1970) — *Professor of Physics*
BS, Wooster; PhD, Cornell

Charles Jeffery Kinlaw (1986) — *Instructor in Philosophy*
BA, Wake Forest;
MDiv, Southern Baptist Theo. Seminary

Ellen E. Kirkman (1975) — *Professor of Mathematics*
BA, Wooster; MA, MS, PhD, Michigan State

Scott W. Klein (1991) — *Assistant Professor of English*
AB, Harvard; BA, MA, Cambridge; MA, MPhil., PhD, Yale

Robert Knott (1975) — *Professor of Art*
BA, Stanford; MA, Illinois; PhD, Pennsylvania

Dilip K. Kondepudi (1987) *Associate Professor of Chemistry*
BS, Madras (India); MS, Indian Technology (Bombay); PhD, Texas (Austin)

Anna Krauth (1986) *Instructor in Romance Languages* (French)
Licence de Lettres, Licence d'Anglais, Paris III, Sorbonne; Maitrise de Lettres Modernes, Diplome d'Etudes Approfondies en littérature comparée, Paris-Sorbonne.

Kathleen A. Kron (1991) *Visiting Assistant Professor of Biology*
BS, MS, Michigan State; PhD, Florida

Philip Kuberski (1989) *Assistant Professor of English*
BA, MA, PhD, California (Irvine)

Raymond E. Kuhn (1968) *Professor of Biology*
BS, Carson-Newman; PhD, Tennessee

James Kuzmanovich (1972) *Professor of Mathematics*
BS, Rose Polytechnic; PhD, Wisconsin

Kelly B. Kyes (1989) *Visiting Assistant Professor of Psychology*
BS, South Carolina (Coastal Carolina College); MS, PhD, Georgia

Randall C. Kyes (1990) *Adjunct Instructor in Psychology* (Fall 1991)
BA, Maine; MA, Bucknell; PhD, Georgia

Abdessadek Lachgar (1991) *Assistant Professor of Chemistry*
BS, MS, PhD, University of Nantes (Frances)

Louise Lackey-Zachmann (1991) *Visiting Instructor in Art* (Part-time, Fall 1991)
BA, Winthrop; MFA, UNC-Greensboro

Hugo C. Lane (1973) *Associate Professor of Biology*
Licenciate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva

Page H. Laughlin (1987) *Assistant Professor of Art*
BA, Virginia; MFA, Rhode Island School of Design

Michael S. Lawlor (1986) *Associate Professor of Economics*
BA, Texas (Austin); PhD, Iowa State

Mark R. Leary (1985) *Professor of Psychology*
BA, West Virginia Wesleyan; MA, PhD, Florida

Wei-chin Lee (1987) *Assistant Professor of Politics*
BA, National Taiwan University; MA, PhD, Oregon

Win-chiat Lee (1983) *Associate Professor of Philosophy*
BA, Cornell; PhD, Princeton

Philip LeMasters (1991) *Visiting Assistant Professor of Religion*
BA, Baylor; MA, Rice; PhD, Duke

David B. Levy (1976) *Associate Professor of Music*
BM, MA, Eastman; PhD, Rochester

Kathryn Levy (1988) — *Part-time Instructor in Music*
BM, Eastman

Charles M. Lewis (1968) — *Professor of Philosophy*
BA, Wake Forest; PhD, Vanderbilt; ThM, Harvard

Thomas P. Liebschutz (1987) — *Visiting Lecturer in Religion* (Part-time)
BA, MA, Rochester;
BHL, MAHL, Hebrew Union; DMin, Boston

John H. Litcher (1973) — *Professor of Education*
BS, Winona State; MA, PhD, Minnesota

John T. Llewellyn (1990) — *Assistant Professor of Speech Communication*
AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas (Austin)

Dan S. Locklair (1982) — *Associate Professor of Music and Composer-in-Residence*
BM, Mars Hill; SMM, Union Theo. Seminary; DMA, Eastman

Charles F. Longino Jr. (1991) — *Wake Forest Professor of Sociology*
BA, Mississippi; MA, Colorado;
PhD, UNC-Chapel Hill

Allan D. Louden (1985) — *Associate Professor of Speech Communication*
BA, Montana State; MA, Montana;
PhD, Southern California

Melanie H. Louden (1991) — *Adjunct Instructor in Speech Communication* (Part-time)
BA, Arizona State; MA, North Florida

Robert W. Lovett (1962, 1968) — *Professor of English*
BA, Oglethorpe; MAT, PhD, Emory

Gene T. Lucas (1967, 1986) — *Lecturer in Mathematics*
BA, Phillips; MA, Denver

Vicky M. MacLean (1990) — *Visiting Assistant Professor of Sociology*
BS, Tulsa; MA, PhD, Duke

Linda S. Maier (1987) — *Assistant Professor of Romance Languages* (Spanish)
AB, Washington; MA, PhD, Virginia

Barry G. Maine (1981) — *Associate Professor of English*
BA, Virginia; MA, PhD, UNC-Chapel Hill

Allen Mandelbaum (1989) — *Kenan Professor of Humanities*
BA, Yeshiva; MA, PhD, Columbia

Milorad R. Margitić (1978) — *Professor of Romance Languages* (French)
MA, Leiden (Netherlands); PhD, Wayne State

Dale R. Martin (1982) — *Associate Professor of Accounting* (School of Business and Accountancy)
BS, MS, Illinois State;
DBA, Kentucky

James A. Martin (1983) — *University Professor* (Department of Religion)
BA, Wake Forest; MA, Duke; PhD, Columbia

George Eric Matthews Jr. (1979) *Professor of Physics*
BS, PhD, UNC-Chapel Hill

J. Gaylord May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia

Jo Whitten May (1972) *Adjunct Professor of Speech Communication*
BS, Virginia; MA, PhD, UNC-Greensboro (Part-time)

W. Graham May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia

Leah P. McCoy (1990) *Assistant Professor of Education*
BS, West Virginia Inst. of Tech.; MA, Maryland;
EdD, Virginia Poly. Inst. and SU

Thomas W. McGohey (1990) *Instructor in English*
BA, MA, Michigan State; MFA, UNC-Greensboro

Jill Jordan McMillan (1983) *Associate Professor of Speech Communication*
BA, Baylor; MA, Arkansas; PhD, Texas

Dolly A. McPherson (1974) *Professor of English*
BA, Southern; MA, Boston University; PhD, Iowa

Gordon A. Melson (1991) *Professor of Chemistry*
BS, PhD, Sheffield (England)

Stephen P. Messier (1981) *Associate Professor of Health and Sport Science*
BS, MS, Rhode Island; PhD, Temple

Christopher Metress (1990) *Visiting Assistant Professor of English*
BA, St. Mary's University; MA, PhD, Vanderbilt

William K. Meyers (1988) *Assistant Professor of History*
BA, Washington; MA, PhD, Chicago

Joseph O. Milner (1969) *Professor of Education*
BA, Davidson; MA, PhD, UNC-Chapel Hill

G. Dianne Mitchell (1983) *Lecturer in Education*
BA, Salem; MAEd, Wake Forest; PhD, Duke (Part-time)

John P. Modica (1989) *Professor of Military Science*
BA, Marquette; MA, Oklahoma; MA, Naval War College

Anne Marie Moore (1991) *Visiting Assistant Professor of Biology*
BS, Bates; PhD, Duke

John C. Moorhouse (1969) *Professor of Economics*
BA, Wabash; PhD, Northwestern

Patrick E. Moran (1989) *Assistant Professor of Chinese*
BA, MA, Stanford; MA, (East Asian Languages and Literatures)
National Taiwan University; PhD, Pennsylvania

William M. Moss (1971) *Professor of English*
BA, Davidson; PhD, UNC-Chapel Hill

Gloria K. Muday (1991) *Assistant Professor of Biology*
BS, MS, Virginia Poly. Inst. and SU; PhD, Purdue

Thomas E. Mullen (1957) *Professor of History*
BA, Rollins; MA, PhD, Emory

Margaret Mulvey (1986) *Adjunct Assistant Professor of Biology*
BA, MS, Connecticut; PhD, Rutgers

Stephen Murphy (1987) *Assistant Professor of Romance Languages* (French)
BA, Canisius; MA, PhD, UNC-Chapel Hill

Rebecca Myers (1981) *Instructor in Dance and Director of Dance Programs* (Department of Theater)
BS, MA, Ball State

Emily G. Neese (1991) *Adjunct Instructor in Accounting* (School of Business and Accountancy; Part-time)
BS, Wake Forest

Candelas M. Newton (1978) *Professor of Romance Languages* (Spanish)
BA, Salamanca (Spain); MA, PhD, Pittsburgh

Linda N. Nielsen (1974) *Professor of Education*
BA, MS, EdD, Tennessee

Ronald E. Noftle (1967) *Professor of Chemistry*
BS, New Hampshire; PhD, Washington

James L. Norris III (1989) *Assistant Professor of Mathematics*
BS, MS (Science), MS (Statistics),
North Carolina State; PhD, Florida State

Mary Anne Nunn (1991) *Visiting Assistant Professor of English*
AB, Kenyon; MA, PhD, Virginia

Barbee Myers Oakes (1989) *Assistant Professor of Health and Sport Science*
BS, MA, Wake Forest; PhD, Tennessee

Juan Orbe (1987) *Assistant Professor of Romance Languages* (Spanish)
Universidad Nacional de La Plata (Argentina);
MA, PhD, Michigan State

Gillian Rose Overing (1979) *Associate Professor of English* (Leave, 1991-92)
BA, Lancaster (England); MA, PhD, SUNY (Buffalo)

Christopher H. Owen (1991) *Visiting Assistant Professor of History*
BA, Georgia (Athens); MA, Baylor; PhD, Emory

Karen L. Oxendine (1986) *Adjunct Instructor in Speech Communication* (Part-time)
BS, Wayne State; MEd, UNC-Greensboro

Anthony S. Parent Jr. (1989) *Assistant Professor of History*
BA, Loyola; MA, PhD, California (Los Angeles)

Perry L. Patterson (1986) *Associate Professor of Economics and Lecturer in Russian* (Part-time)
BA, Indiana; MA, PhD,
Northwestern

Darwin R. Payne (1984) *Adjunct Professor of Theater* (Part-time)
BS, MFA, Southern Illinois

Willie Pearson Jr. (1980) — *Professor of Sociology*
BA, Wiley; MA, Atlanta;
PhD, Southern Illinois (Carbondale)

Mary L. B. Pendergraft (1988) — *Assistant Professor of Classical Languages*
BA, PhD, UNC-Chapel Hill

Philip J. Perricone (1967) — *Professor of Sociology*
BS, MA, Florida; PhD, Kentucky

Elizabeth A. Petrino (1991) — *Assistant Professor of English*
BA, SUNY (Buffalo); MA, PhD, Cornell

Terisio Pignatti (1971) — *Reynolds Professor of Art History (Venice)*
PhD, Padua — (Department of Art, Part-time)

Robert J. Plemmons (1990) — *Reynolds Professor of Mathematics and Computer Science*
BS, Wake Forest; PhD, Auburn

Alton B. Pollard III (1988) — *Assistant Professor of Religion*
BA, Fisk; MDiv Harvard; PhD, Duke

James T. Powell (1988) — *Assistant Professor of Classical Languages*
BA, Emory; M Phil, MA, PhD, Yale

Gregory D. Pritchard (1968) — *Professor of Philosophy*
BA, Oklahoma Baptist; BD, Southern Baptist
Theo. Seminary; PhD, Columbia

Martin R. Province (1982) — *Assistant Director of Instrumental Ensembles*
BA, Wake Forest; MM, Colorado — (Department of Music)

Jerry Pubantz (1992) — *Visiting Professor of Politics*
BSFS, Georgetown (School of Foreign Service); MA, PhD, Duke — (Part-time, Spring 1992)

Teresa Radomski (1977) — *Assistant Professor of Music*
BM, Eastman; MM, Colorado

Bill B. Raines (1989) — *Instructor in Romance Languages*
BA, Valdosta State; MA, Utah — (Spanish)

Mary Lynn B. Redmond (1989) — *Assistant Professor of Education*
BA, EdD, UNC-Greensboro; MEd, UNC-Chapel Hill

J. Don Reeves (1967) — *Professor of Education*
BA, Mercer; BD, ThM, Southern Baptist
Theo. Seminary; EdD, Columbia

W. Jack Rejeski Jr. (1978) — *Professor of Health and Sport Science; Adjunct Professor of Psychology*
BS, Norwich; MA, PhD, Connecticut

Paul M. Ribisl (1973) — *Professor of Health and Sport Science*
BS, Pittsburgh; MA, Kent State; PhD, Illinois

Stephen H. Richardson (1963) — *Adjunct Professor of Biology*
BA, California; MS, PhD, Southern California

Charles L. Richman (1968) — *Professor of Psychology*
BA, Virginia; MA, Yeshiva; PhD, Cincinnati

Leonard P. Roberge (1974) — *Associate Professor of Education*
BA, New Hampshire; MA, Atlanta; EdD, Maine — (Leave, Spring 1992)

Stephen B. Robinson (1991) — *Assistant Professor of Mathematics*
BA, PhD, California (Santa Cruz)

Eva Marie Rodtwitt (1966) — *Lecturer in Romance Languages*
Cand Philol, Oslo (Norway) — (French; Dijon, Fall 1991)

Randall G. Rogan (1990) — *Visiting Assistant Professor of Speech Communication*
BA, St. John Fisher College;
MS, PhD, Michigan State

Ellen R. Rosenberg (1989) — *Visiting Assistant Professor of English*
BA, Long Island; MA, New York; PhD, Indiana

Henry W. Russell (1989) — *Visiting Assistant Professor of English*
BA, Princeton; MA, South Carolina; PhD, Louisiana State

Wilmer D. Sanders (1954, 1964) — *Professor of German*
BA, Muhlenberg; MA, PhD, Indiana

Peter Santago (1989) — *Adjunct Assistant Professor of Physics*
BS, VPI, PHD, North Carolina State

Jennifer Sault (1984) — *Instructor in Romance Languages*
BA, Wake Forest; MFA, UNC-Greensboro — (Italian, Part-time)

James Ralph Scales (1967) — *Worrell Professor of Anglo-American Studies*
BA, Oklahoma Baptist; MA, PhD, Oklahoma; — (Department of History)
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broadus, Duke

Donald O. Schoonmaker (1965) — *Professor of Politics*
BA, Wake Forest; MA, PhD, Princeton

Marianne A. Schubert (1977) — *Adjunct Assistant Professor of Psychology and Lecturer in Education*
BA, Dayton;
MA, PhD, Southern Illinois — (Part-time)

Katie Scott (1985) — *Assistant Lecturer in Art History (London)*
BA Hons., London — (Department of Art; Part-time)

Richard D. Sears (1964) — *Professor of Politics*
BA, Clark; MA, PhD, Indiana

Timothy F. Sellner (1970) — *Professor of German*
BA, Michigan; MA, Wayne State; PhD, Michigan

Catherine E. Seta (1987) — *Visiting Assistant Professor of Psychology*
BA, MA, PhD, UNC-Greensboro

Dudley Shapere (1984) — *Reynolds Professor of Philosophy and History of Science*
BA, MA, PhD, Harvard

Bynum G. Shaw (1965) — *Professor of Journalism*
BA, Wake Forest — (Department of English)

Kurt C. Shaw (1987) — *Assistant Professor of German and Russian*
AB, Missouri; MA, PhD, Kansas

Walter W. Shaw (1987) — *Instructor in Romance Languages* (Spanish)
BA, Berea; MA, Georgia

Howard W. Shields (1958) — *Professor of Physics*
BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke

Carol A. Shively (1988) — *Adjunct Assistant Professor of Psychology* (Part-time)
BA, Hiram; MA, PhD, California (Davis)

Robert N. Shorter (1958) — *Professor of English*
BA, Union; MA, PhD, Duke

Gale Sigal (1987) — *Assistant Professor of English*
BA, City College (New York); MA, Fordham;
PhD, CUNY (Graduate Center)

Wayne L. Silver (1985) — *Associate Professor of Biology*
BA, Pennsylvania; PhD, Florida State

Michael L. Sinclair (1968) — *Professor of History*
BA, Wake Forest; AM, PhD, Stanford

Yuri Slezkine (1989) — *Assistant Professor of History*
MA, University of Moscow; PhD, Texas

Alison T. Smith (1990) — *Instructor in Romance Languages* (French)
BA, Wake Forest; MA, UNC-Chapel Hill

J. Howell Smith (1965) — *Professor of History*
BA, Baylor; MA, Tulane; PhD, Wisconsin

Kathleen B. Smith (1981) — *Associate Professor of Politics*
BA, Baldwin-Wallace; MA, PhD, Purdue

Wesley E. Snyder (1990) — *Professor of Computer Science*
BS, North Carolina State; MS, PhD, Illinois

Margaret Supplee Smith (1979) — *Professor of Art*
BS, Missouri; MA, Case Western Reserve; PhD, Brown

Cecilia H. Solano (1977) — *Associate Professor of Psychology*
BA, Harvard; MA, PhD, Johns Hopkins

Loraine Moses Stewart (1991) — *Assistant Professor of Education*
BA, MA, North Carolina Central;
EdD, UNC-Greensboro

DeLeon E. Stokes (1982) — *Lecturer in Accounting* (School of Business and Accountancy)
BA, Duke; MBA, Michigan;
CPA, N.C.

David H. Stroupe (1990) — *Instructor in Health and Sport Science*
BS, Wake Forest; MA, UNC-Chapel Hill

Anna-Vera Sullam (1972) — *Instructor in Romance Languages* (Italian; Part-time, Venice)
BA, Padua

Charles H. Talbert (1963) — *Wake Forest Professor of Religion*
BA, Howard; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt

Ian M. Taplin (1985) — *Assistant Professor of Sociology*
The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown

Thomas C. Taylor (1971) — *Professor of Accounting* (School of Business and Accountancy)
BS, MA, UNC-Chapel Hill; PhD, Louisiana State; CPA, N.C.

Harold C. Tedford (1965) — *Professor of Theater*
BA, Ouachita; MA, Arkansas; PhD, Louisiana State

Stanton K. Tefft (1964) — *Professor of Anthropology*
BA, Michigan State; MS, Wisconsin; PhD, Minnesota

Claudia Newel Thomas (1986) — *Assistant Professor of English*
BA, Notre Dame; MA, Virginia; PhD, Brandeis

Olive S. Thomas (1978) — *Lecturer in Accounting* (School of Business and Accountancy) (Part-time)
BS, Wake Forest; MBA, UNC-Greensboro; CPA, N.C.

Stan J. Thomas (1983) — *Associate Professor of Computer Science*
BS, Davidson; PhD, Vanderbilt

C. Michael Thompson (1991) — *Lecturer in Law* (School of Business and Accountancy)
BA, JD, UNC-Chapel Hill

Harry B. Titus Jr. (1981) — *Associate Professor of Art*
BA, Wisconsin (Milwaukee); MFA, PhD, Princeton

Patricia W. Toole (1990) — *Lecturer in Theater* (Part-time)
AB, Smith; MA, Wake Forest

Todd C. Torgersen (1989) — *Dana Faculty Fellow and Assistant Professor of Computer Science*
BS, MS, Syracuse; PhD, Delaware

Ralph B. Tower (1980) — *Associate Professor of Accounting* (School of Business and Accountancy)
BA, PhD, UNC-Chapel Hill; MBA, Cornell

Florence Toy (1988) — *Instructor in Romance Languages* (French)
BA, Lenoir-Rhyne; MA, Michigan

George William Trautwein (1983) — *Director of Instrumental Ensembles* (Department of Music)
BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana

Robert W. Ulery Jr. (1971) — *Professor of Classical Languages* (Leave, 1991-92)
BA, MA, PhD, Yale

Robert L. Utley Jr. (1978) — *Associate Professor of Humanities*
BA, Wake Forest; MA, PhD, Duke

Antonio Carlo Vitti (1986) — *Dana Faculty Fellow and Associate Professor of Romance Languages* (Italian)
BA, MA, Wayne State; PhD, Michigan

Marcellus E. Waddill (1962) — *Professor of Mathematics*
BA, Hampden-Sydney; MA, PhD, Pittsburgh

J. Van Wagstaff (1964) — *Professor of Economics*
BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia

C. Anne Wallen (1989) — *Adjunct Associate Professor of Physics*
BS, UNC-Greensboro; PhD, Rochester

Sarah L. Watts (1987) — *Associate Professor of History*
BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma

Mary R. Wayne (1980) — *Lecturer in Theater* (Part-time)
BFA, Pennsylvania State; MFA, Ohio State

David S. Weaver (1977) — *Professor of Anthropology*
BA, MA, Arizona; PhD, New Mexico

Peter D. Weigl (1968) — *Professor of Biology*
BA, Williams; PhD, Duke

Kari Weil (1985) — *Assistant Professor of Romance Languages* (French)
BA, Cornell; MA, PhD, Princeton

David P. Weinstein (1989) — *Assistant Professor of Politics*
BA, Colorado College; MA, Connecticut;
PhD, Johns Hopkins

Mark E. Welker (1987) — *Associate Professor of Chemistry* (Leave, Fall 1991)
BS, UNC-Chapel Hill; PhD, Florida State

Byron R. Wells (1981) — *Associate Professor of Romance Languages* (French)
BA, MA, Georgia; PhD, Columbia

Larry E. West (1969) — *Professor of German*
BA, Berea; PhD, Vanderbilt

Robert M. Whaples (1991) — *Assistant Professor of Economics*
BA, Maryland; PhD, Pennsylvania

M. Stanley Whitley (1990) — *Associate Professor of Romance Languages* (Spanish)
BA, Wake Forest; MA, PhD, Cornell

Ulrike Wiethaus (1991) — *Assistant Professor of Religion*
Colloquium at Kirchliche Hochschule (Berlin, Germany); MA, PhD, Temple

Jack E. Wilkerson Jr. (1989) — *Associate Professor of Accounting* (School of Business and Accountancy)
BS, Bob Jones University;
PhD, Texas (Austin)

Alan J. Williams (1974) — *Professor of History*
BA, Stanford; PhD, Yale

George P. Williams Jr. (1958) — *Professor of Physics*
BS, Richmond; MS, PhD, UNC-Chapel Hill

John E. Williams (1959) — *Professor of Psychology*
BA, Richmond; MA, PhD, Iowa

Richard T. Williams (1985) — *Reynolds Professor of Physics*
BS, Wake Forest; MA, PhD, Princeton

Frank M. Williamson (1989) — *Assistant Professor of Military Science*
BA, Newberry; MEd, South Carolina

James Willson-Quayle (1991) — *Visiting Assistant Professor of Politics*
BA, MA, San Francisco State;
PhD, London School of Economics (England)

David C. Wilson (1984, 1987) — *Instructor in Mathematics* (Part-time)
BS, Wake Forest; MAT, Emory

Edwin Graves Wilson (1946, 1951) — *Professor of English*
BA, Wake Forest; AM, PhD, Harvard

Donald H. Wolfe (1968) — *Professor of Theater*
BS, MS, Southern Illinois; PhD, Cornell

Frank B. Wood (1971) — *Adjunct Associate Professor of Psychology* (Part-time)
BA, MA, Wake Forest; MDiv, Southeastern Baptist Theo. Seminary; PhD, Duke

John H. Wood (1985) — *Reynolds Professor of Economics*
BS, Ohio; MA, Michigan State; PhD, Purdue

Ralph C. Wood Jr. (1971) — *Easley Professor of Religion*
BA, MA, East Texas State; MA, PhD, Chicago

J. Ned Woodall (1969) — *Professor of Anthropology*
BA, MA, Texas; PhD, Southern Methodist

Beverly Wright (1989) — *Associate Professor of Sociology* (Leave, 1991-92)
BA, Grambling State; MA, PhD, SUNY (Buffalo)

Raymond L. Wyatt (1956) — *Professor of Biology*
BS, Wake Forest; MA, PhD, UNC-Chapel Hill

Richard L. Zuber (1962) — *Professor of History*
BS, Appalachian; MA, Emory; PhD, Duke

Margaret D. Zulick (1991) — *Instructor in Speech Communication*
BM, Westminster Choir College;
MA, Earlham School of Religion;
MTS, Garrett-Evangelical Theo. Seminary

Emeriti

Dates following names indicate period of service.

Charles M. Allen (1941-1989) — *Professor Emeritus of Biology*
BS, MS, Wake Forest; PhD, Duke

John William Angell (1955-1990) — *Easley Professor Emeritus of Religion*
BA, Wake Forest; STM, Andover Newton

Bianca Artom (1975-1990) — *Lecturer Emerita in Romance Languages*

Harold M. Barrow (1948-1977) — *Professor Emeritus of Physical Education*
BA, Westminster; MA, Missouri; PED, Indiana

Merrill G. Berthrong (1964-1989) — *Director of Libraries Emeritus*
BA, Tufts; MA, Fletcher; PhD, Pennsylvania

Germaine Brée (1973-1985) — *Kenan Professor Emerita of Humanities*
Licence, EES, Agregation, Paris; LittD, Smith, Mount Holyoke, Alleghany, Duke, Oberlin, Dickinson, Rutgers, Wake Forest, Brown, Wisconsin (Milwaukee), New York, Massachusetts, Kalamazoo, Washington (St. Louis), University of the South, Boston, Wisconsin (Madison); LHD, Wilson, Colby, Michigan,Davis and Elkins; LLD, Middlebury

Dalma Adolph Brown (1941-1973) — *Professor Emeritus of English*
BA, MA, UNC-Chapel Hill

George McLeod Bryan (1956-1987) — *Professor Emeritus of Religion*
BA, MA, Wake Forest; BD, PhD, Yale

Shasta M. Bryant (1966-1987) — *Professor Emeritus of Romance Languages*
BA, MA, PhD, UNC-Chapel Hill

Ruth F. Campbell (1962-1974) — *Professor Emerita of Spanish*
BA, UNC-Greensboro;
MA, UNC-Chapel Hill; PhD, Duke

Robert L. Carlson (1969-1987) — *Professor Emeritus of Management*
BS, Massachusetts Institute of Technology;
MBA, PhD, Stanford

Dorothy Casey (1949-1988) — *Associate Professor Emerita of Health and Sports Science*
BS, UNC-Greensboro;
MA, UNC-Chapel Hill

Cyclone Covey (1968-1988) — *Professor Emeritus of History*
BA, PhD, Stanford

Marjorie Crisp (1947-1977) — *Associate Professor Emerita of Physical Education*
BS, Appalachian; MA, George Peabody

Hugh William Divine (1954-1979) — *Professor Emeritus of Law*
BS, Georgia; MA, Louisiana State; JD, Emory;
LLM, SJD, Michigan

Robert Allen Dyer (1956-1983) *Professor Emeritus of Religion*
BA, Louisiana State;
ThM, PhD, Southern Baptist Theo. Seminary

J. Allen Easley (1928-1963) *Professor Emeritus of Religion*
BA, Furman; ThM, Southern Baptist
Theo. Seminary; DD, Furman

Walter S. Flory (1963-1980) *Babcock Professor Emeritus of Biology*
BA, Bridgewater; MA, PhD, Virginia; ScD, Bridgewater

Ralph S. Fraser (1962-1988) *Professor Emeritus of German*
BA, Boston University; MA, Syracuse; PhD, Illinois

Caroline Sandlin Fullerton (1969-1990) *Lecturer Emerita in SCTA*
BA, Rollins; MFA, Texas Christian (Theater Arts)

Ivey C. Gentry (1949-1989) *Professor Emeritus of Mathematics*
BS, Wake Forest; BS, New York; MA, PhD, Duke

Christopher Giles (1951-1988) *Associate Professor Emeritus of Music*
BS, Florida Southern; MA, George Peabody

Balkrishna G. Gokhale (1960-1990) *Professor Emeritus of History*
BA, MA, PhD, Bombay *and Asian Studies*

Thomas F. Gossett (1967-1987) *Professor Emeritus of English*
BA, MA, Southern Methodist; PhD, Minnesota

George J. Griffin (1948-1981) *Professor Emeritus of Religion*
BA, Wake Forest; ThB, Southern Baptist Theo. Seminary;
BD, Yale; PhD, Edinburgh

Paul M. Gross Jr. (1959-1987) *Professor Emeritus of Chemistry*
BS, Duke; PhD, Brown

William H. Gulley (1966-1987) *Professor Emeritus of Sociology*
BA, MA, PhD, UNC-Chapel Hill

Emmett Willard Hamrick (1952-1988) *Albritton Professor Emeritus of Religion*
BA, UNC-Chapel Hill; PhD, Duke

Carl V. Harris (1956-1989) *Professor Emeritus of Classical Languages*
BA, Wake Forest; BD, STM, Yale; PhD, Duke

Lucille S. Harris (1957-1991) *Instructor Emerita in Music*
BA, BM, Meredith

Delmer P. Hylton (1949-1991) *Professor Emeritus of Accounting*
BS, MBA, Indiana; CPA, Ind. (School of Business and Accountancy)

Lois Johnson (1942-1962) *Dean of Women Emerita*
BA, Meredith; MA, UNC-Chapel Hill

Alonzo W. Kenion (1956-1983) *Professor Emeritus of English*
BA, MA, PhD, Duke

Harry L. King Jr. (1960-1981) *Professor Emeritus of Romance Languages*
BA, Richmond; MA, PhD, UNC-Chapel Hill

Robert E. Lee (1946-1977) — *Professor Emeritus of Law and Dean Emeritus of the School of Law*
BS, LLD, Wake Forest;
MA, Columbia; LLM, SJD, Duke

Harry B. Miller (1947-1983) — *Professor Emeritus of Chemistry*
BS, PhD, UNC-Chapel Hill

Carlton T. Mitchell (1961-1991) — *Professor Emeritus of Religion*
BA, Wake Forest; BD, Yale; STM,
Union Theo. Seminary; PhD, New York

Carl C. Moses (1964-1991) — *Professor Emeritus of Politics*
AB, William and Mary; MA, PhD, UNC-Chapel Hill

John W. Nowell (1945-1987) — *Professor Emeritus of Chemistry*
BS, Wake Forest; PhD, UNC-Chapel Hill

James C. O'Flaherty (1947-1984) — *Professor Emeritus of German*
BA, Georgetown; MA, Kentucky; PhD, Chicago

A. Thomas Olive (1961-1988) — *Associate Professor Emeritus of Biology*
BS, Wake Forest; MS, PhD, North Carolina State

F. Jeanne Owen (1956-1991) — *Professor Emerita of Business Law* (School of Business and Accountancy)
BS, UNC-Greensboro;
MCS, Indiana; JD, UNC-Chapel Hill

John E. Parker, Jr. (1950-1987) — *Professor Emeritus of Education and Romance Languages*
BA, Wake Forest; MA, PhD, Syracuse

Clarence H. Patrick (1946-1978) — *Professor Emeritus of Sociology*
BA, Wake Forest; BD, Andover Newton; PhD, Duke

Percival Perry (1939, 1947-1987) — *Professor Emeritus of History*
BA, Wake Forest; MA, Rutgers; PhD, Duke

Elizabeth Phillips (1957-1989) — *Professor Emerita of English*
BA, UNC-Greensboro; MA, Iowa;
PhD, Pennsylvania

Lee Harris Potter (1965-1989) — *Professor Emeritus of English*
BA, MA, PhD, UNC-Chapel Hill

Herman J. Preseren (1953-1983) — *Professor Emeritus of Education*
BS, California State (Pennsylvania); MA, Columbia;
PhD, UNC-Chapel Hill

Beulah L. Raynor (1946-1979) — *Associate Professor Emerita of English*
BA, East Carolina; MA, Wake Forest

Mark H. Reece (1956-1988) — *Dean of Students Emeritus*
BS, Wake Forest

C. H. Richards Jr. (1952-1985) — *Professor Emeritus of Politics*
BA, Texas Christian; MA, PhD, Duke

Mary Frances Robinson (1952-1989) — *Professor Emerita of Romance Languages*
BA, Wilson; MA, PhD, Syracuse

Paul S. Robinson (1952-1977) *Professor Emeritus of Music*
BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary

John W. Sawyer (1956-1988) *Professor Emeritus of Mathematics and Computer Science*
BA, MA, Wake Forest; MA, PhD, Missouri

James Ralph Scales (1967-1983) *President Emeritus*
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broaddus; LLD, Duke

Ben M. Seelbinder (1959-1988) *Professor Emeritus of Mathematics*
BA, Mississippi Delta State;
MA, PhD, UNC-Chapel Hill

Richard L. Shoemaker (1950-1982) *Professor Emeritus of Romance Languages*
BA, Colgate; MA, Syracuse;
PhD, Virginia

David L. Smiley (1950-1991) *Professor Emeritus of History*
BA, MA, Baylor; PhD, Wisconsin

Blanche C. Speer (1972-1984) *Associate Professor Emerita of Linguistics*
BA, Howard Payne; MA, PhD, Colorado

Henry Smith Stroupe (1937-1984) *Professor Emeritus of History*
BS, MA, Wake Forest; PhD, Duke

Anne S. Tillett (1956-1986) *Professor Emerita of Romance Languages*
BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern

Lowell R. Tillett (1956-1989)* *Professor Emeritus of History*
BA, Carson-Newman; MA, Columbia;
PhD, UNC-Chapel Hill

Carlton P. West (1928-1975) *Librarian Emeritus*
BA, Boston; MA, Yale; BA in LS, UNC-Chapel Hill

W. Buck Yearns Jr. (1945-1988) *Professor Emeritus of History*
BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill

* *Died on December 31, 1991.*

The Committees of the Faculty

September 1, 1992

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chair except where the chair is designated.

Executive Committees

The Committee on Academic Affairs

Non-voting. Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; 1995 Nina S. Allen, John A. Carter Jr.; 1994 John E. Collins, Dolly A. McPherson; 1993 Robert W. Brehme, Claudia N. Thomas; and one undergraduate student.

The Committee on Admissions

Non-voting. Director of admissions, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 1995 Win-chiat Lee, Barbee M. Oakes; 1994 Michael J. Berry, David W. Catron; 1993 Carole L. Browne, George M. Holzwarth; and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College; 1995 Robert H. Evans, Gale Sigal; 1994 Barry G. Maine, Alton B. Pollard; 1993 David W. Hadley, Kari Weil; and one undergraduate student.

The Committee on Curriculum

Voting. Provost, dean of the College, dean of the School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: *Division I.* Art, Classical Languages, English, German and Russian, Music, Romance Languages, Theatre. *Division II.* Biology, Chemistry, Health and Sport Science, Mathematics and Computer Science, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion. *Division IV.* Anthropology, Economics, Politics, Psychology, Sociology. (The placement of Speech Communication is yet to be determined. For administrative purposes, the School of Business and Accountancy is included in Division IV.)

Advisory Committees

The Committee on Academic Planning

Non-voting. Provost, dean of the School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 1996 David B. Levy, Herman E. Eure; 1995 Judith W. Kay, Ian M. Taplin; 1994 Roger A. Hegstrom, Milorad R. Margitić; 1993 Alan J. Williams, Cecilia Solano.

The Committee on Athletics

Non-voting. Director of athletics. *Voting.* Vice president and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; and 1997 Robert C. Beck, Susan H. Borwick; 1996 Eddie V. Easley, Sarah L. Watts; 1995 Ronald V. Dimock, Howard W. Shields; 1994 Robert Knott, Ronald E. Noftle; 1993 Richard D. Carmichael, Robert N. Shorter.

The Committee on Institutional Planning

Non-voting. Provost, vice president and treasurer, vice president for administration and planning, and one undergraduate student. *Voting.* Dean of the College, dean of the School of Business and Accountancy, one undergraduate student; and 1996 Harold C. Tedford, Mark E. Welker; 1995 Marcus B. Hester, Beverly Write, Dale R. Martin; 1994 James Kuzmanovich, Robert W. Ulery Jr.; 1993 Patricia M. Cunningham, H. Kenneth Bechtel.

The Committee on Nominations

Voting. 1995 Elmer K. Hayashi, Timothy F. Sellner, Jack Wilkerson; 1994 Gillian R. Overing, Charles H. Talbert; 1993 Deborah L. Best, Peter D. Weigl.

The Committee on Library Planning

Non-voting. Provost, dean of the Graduate School, one faculty representative from the Committee on Academic Planning, and one undergraduate student. *Voting.* One faculty representative from each academic department of the College, Dean of the College, one faculty representative from the School of Business and Accountancy, the director of the Z. Smith Reynolds Library, and one undergraduate student.

Special Committees

The Committee on Publications

Voting. Dean of the College, vice president and treasurer, university editor, three faculty advisers of *Old Gold and Black, The Student,* and the *Howler;* and 1995 Claudia N. Thomas; 1994 Andrew V. Ettin; 1993 Paul Escott.

The Committee for Teacher Education

Voting. Dean of the College, dean of the Graduate School, chairperson of the Department of Education; and 1995 Charles F. Jackels, Michael L. Hughes; 1994 David L. Faber, Stephen P. Messier; 1993 Mary Friedman, Ralph Wood.

The Committee on Honors

Non-voting. One student from the College. *Voting.* Dean of the College, the coordinator of the Honors Program, one student from the College, and 1996 Anthony S. Parent; 1995 George E. Matthews Jr.; 1994 Perry L. Patterson; 1993 Timothy F. Sellner.

The Committee of Lower Division Advisers

Dean of the College, chairperson of the lower division advisers, and members of the faculty who are appointed as advisers to the Lower Division.

The Committee on Orientation

Dean of the College, chairperson of the lower division advisers, who shall serve as chairperson, dean of students, a designated member of the administrative staff, president of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

The Committee on Records and Information

Non-voting. Registrar. *Voting.* Dean of the College, archivist, who shall be secretary, vice-chairperson of the faculty, secretary of the faculty, and 1995 Paul R. Anderson; 1994 Todd Torgersen; 1993 Dolly McPherson.

The Committee on Open Curriculum

Dean of the College, 1996 Dilip K. Kondepudi, Linda N. Nielsen; 1995 Antonio Vitti, John C. Moorhouse; 1994 John V. Baxley, Robert H. Evans; 1993 Mary DeShazer, Ian M. Taplin.

The Committee for the ROTC

*Voting. De*an of the College, ROTC coordinator, professor of military science; and 1995 James F. Curran; 1994 William L. Hottinger; 1993 Leo Ellison.

Joint Faculty/Administration Committees

The Joint Admissions Committee

Dean of the College, director of admissions and financial aid, provost, and three faculty members of the Committee on Admissions.

The Judicial Council

Administration. 1995 Patricia Johansson; 1992 Kenneth A. Zick. *Alternate.* 1995 Toby A. Hale. *Faculty.* 1997 Mary L. Friedman; 1996 Fred L. Horton Jr.; 1995 Candelas Newton; 1994 Stewart Carter; 1993 John R. Earle. *Alternate.* 1994 Leonard Roberge; 1992 Katy Harriger; two students from the College and one student alternate.

The Committee on Student Life

Dean of the College or his designate, dean of students, a designated member of the administration; 1995 Ronald V. Dimock; 1994 Stephen B. Boyd; 1993 Mark Leary; and three undergraduate students.

Other Faculty Assignments

Faculty Advisers to the Honor Council

1995 James T. Powell; 1994 TBA; 1993 Samuel T. Gladding

Faculty Advisers to the Student Judicial Board

1995 John H. Litcher; 1994 Richard Barnett; 1993 S. Douglas Beets

Faculty Marshals

John V. Baxley, Richard D. Carmichael,
Barbee M. Oakes, Catherine T. Harris

University Senate

President, provost, vice president for administration and planning, vice president for public affairs, vice president and counsel, executive vice president for health affairs of Wake Forest University and executive dean of the Bowman Gray School of Medicine, vice president for university relations, vice president for financial resource management and treasurer, vice president for student life and instructional resources, dean of the College, dean of the School of Business and Accountancy, dean of the Graduate School, dean of the School of Law, dean of the Babcock Graduate School of Management, director of the Z. Smith Reynolds Library, and the following:

Representatives of the College: 1996 Katy Harriger, Ellen K. Kirkman, Peter D. Weigl; 1995 Nancy J. Cotton, Claire H. Hammond, Donald Schoonmaker; 1994 Donald E. Frey, Jill J. McMillan, Harry B. Titus Jr.; 1993 Raymond E. Kuhn, Gillian R. Overing, Walter J. Rejeski.

Representatives of the School of Business and Accountancy: 1993 John S. Dunkelberg.

Representatives of the Graduate School: 1993 Huw Davies

Representatives of the School of Law: 1993 Thomas E. Roberts.

Representatives of the Babcock Graduate School of Management: 1993 Robert W. Shively.

Representatives of the Bowman Gray School of Medicine: 1993 Inglis J. Miller Jr.

Institutional Review Board

Director of Research and Sponsored Programs, University Counsel (consultant), and 1994 Ralph Amen, Robert C. Beck, Mary Jane Berman, Fred L. Horton Jr., Jack Rejeski.

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Bulletins of Wake Forest University

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